

The Influence of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context

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Abstract

The influence of a role model is critical to the motivation in teaching and learning English and the teacher's identity. This paper explores the factors that influence the teacher identity and beliefs and values of an English teacher who was actively engaged in teaching and was considered a powerful and energetic role model until her death at the age of 83 in Gorontalo, Indonesia. The data for this qualitative study were collected from in-depth interviews with the family members of the exemplary teacher in Gorontalo Province, Sulawesi, Indonesia; and from 10 high school English teachers and colleagues of the said teacher. Two factors are identified in influencing the role model teacher's identity shaping and development: Family culture and Social factor. These two factors are pivotal contributing to EFL teacher's professional beliefs, identity shaping and development which then subsequently impact on motivation in learning and teaching.

Keywords: Role model, teachers' identity, EFL teaching

Introduction

This study aims to understand an influential figure who was considered as a role model and how it affects to the identity development in English as a foreign language context, explaining from the beliefs, attitudes and experiences of others toward the teacher.

The influence of a role model is critical to the motivation in teaching and learning English and the teacher's identity. While the issue of teachers' identity and development have become a topic of increasing research interest in western contexts (e.g., Duff and Uchida 1997; Morgan 2004; Varghese et al 2005), in Indonesia context this issue is still under investigation.

Research over many years has discussed the problems of ELT in Indonesia which pointed out of many other factors affecting EFL teaching such as studies on the diversity of students' culture and unsupportive English learning environment for ELT success (e.g. Marcellino 2008), teachers' beliefs on the teaching of English in English language courses in Indonesia (Flora, 2013), teachers' beliefs on the issues of nativeness (Zacharias, 2006), teacher' training programs which influence motivation and confidence to teach (Wati 2011). However, empirical studies which specifically focussing on understanding role model and its affect to motivation and identity development seem are still lacking. Basalama (2010) studied on teacher's professional formation, identity and practice. While Basalama (2010) focussed her investigation on understanding 20 high school English teachers' beliefs and attitudes of themselves through their beliefs and attitudes of several things including their investment and curriculum reforms.

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Literature Review

The focus of this article discussion is drawn on theory of teacher's identity shaping and development (By Varghese et al 2005 and Uchida 1997), and the concept of extrinsic and intrinsic motivation (Deci and Flaste 1996).

In understanding a teacher, one should understand their teaching and their identity shaped. These three factors are inseparable. In relation to that, Varghese et al (2005) suggest that teachers' engagement in language teaching and learning cannot be separated from an understanding of who they are as teachers including their multiple layers of identities, "the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al 2005, 22). They argue that EFL teachers face a more complex task in their attempt to be good teachers, as they have to develop a foreign language identity, in addition to negotiating the other identities that are assigned to them.

In conceptualizing identity three underlying tenets emphasized by Varghese et al (2005) are worthy of highlighting (cited in Basalama 2010). First, identity is multiple, shifting and in conflict. One may experience the change of his or her identity due to their relationship with others including one's relations to the world and environment, choice, language and practice that can constantly impact on the change, form and reform of one's identity (Weedon 1997, p, 33 cited in Basalama 2010). Second, it is crucially related to social, cultural and political context (Duff and Uchida 1997). Traditional culture and value, and society expectation are related to this concept of identity, referring to the understanding that 'identity is not context free' (Duff and Uchida 1997). Finally, identity is constructed, maintained, and negotiated primarily through discourse. In this paper, these three tenets of identity are considered to understand the exemplary teacher through understanding the stories, beliefs and attitudes of others.

As teacher identity is seen as an important component in determining how language teaching is played out, there have been an increasing number of studies devoted to the topic of language teacher identity (Carson 2005; Demirzen 2007; Duff and Uchida 1997; Johnston 1999, 2002; Malm 2004; Morgan 2004; Pennington 2002; Webb 2005 cited in Basalama 2010). Among the studies some have considered teachers' socio-cultural identities and classroom practice in relation to expatriate teachers and ESL teachers (Duff and Uchida 1997), how identities are developed in the teacher education context (Varghese 2000 cited in Varghese et al 2005), teacher's identity as a form of pedagogy (Morgan 2004), and teachers' collaborative research in understanding self-identity development (Webb 2005). These studies have provided insights for this present study in understanding teacher and their identity shaping and development, especially the influence of socio-cultural values.

The studies are primarily focused on understanding the issue of language teacher identity when English is a teacher's native language in an ESL context (e.g., Morgan 2004), when English is either a teacher's native language or a foreign language in an EFL setting (e.g., Duff and Uchida 1997), and secondary school teacher identity development in their native (western) context (e.g., Webb 2005). In contrast this present study focuses on the issue of language teacher identity in a quite different context: in a relatively remote part of Indonesia – Gorontalo Province, a context where the exposure of English is minimal. The focus of this paper discussion is exploring the factors that influence the teacher identity and beliefs and values of an English teacher who was actively engaged in teaching and was considered a powerful and energetic role model until her death at the age of 83 in Gorontalo, Indonesia.

Methodology

The data of this particular discussion on this paper were gathered from in-depth interviews with the family members, and from 10 high school English teachers and colleagues of an English teacher who actively engaged in teaching and was considered a powerful and energetic role model until her death of age of 83 in Gorontalo Indonesia.

The family member interviews were gathered from the three daughters of the five daughters of the teacher. Yet due to the availability and accessibility, the data derived from the eldest daughter was primarily used in understanding the role model and her personal histories related to identity development and motivation.

The ten participants who were selected for this study, six of them were both as English teachers in junior high and high school in Gorontalo province and as former students of the role model teacher when they were

entering their pre-service teacher education (See Table 1 for a summary of participants' profile). The other four participants were the university colleagues of the role model teacher when she was teaching at the institution (which from early 1960 up to now have experienced several changes of its name) in English department, the place where

she had been teaching for almost 40 years.

Each participant was interviewed for approximately one to two hours duration covered several broad thematic areas such as stories and experiences they can share of the exemplary teacher's educational background, stories, life experiences which can be connected to the teacher's beliefs, motivation including her career choice (obtained from family interviews), and the interviews gained from the 10 high school teachers and colleagues of the exemplary teacher, dwelled on their stories, motivation, and experiences in describing the teacher, her ways of teaching and how these all be connected to the participants' beliefs, motivation in English learning and teaching. As the 6 participants who were also as former students of the teacher in their pre-service teacher education, they were also asked to share their experiences with the teacher which connected to their motivation in learning, and later in teaching.

All the participants' names were pseudonyms as in this study context, it is important to keep the participants' name remained anonymous. It is also considered important to use pseudonyms for the exemplary teacher in order to preserve any harms feeling which might present due to the information gathered from interviews, thus in this article, the teacher will be identified as Mrs Ramolan. Data analysis systematically followed steps suggested by Seidman (1998). The interview materials were coded in relation to those main areas of interest, and from this, a number of themes emerged for discussion that seemed to be influential contribute to understand the teacher, her ways of teaching, and motivation in learning and teaching in the foreign language teaching context.

Findings and Discussion

Factors influencing role model teacher's beliefs and identity

There appear to be two broad groups of factors that emerge as critical in understanding belief and identity shaping and development of a role model teacher in EFL context. The first are the culture of family factors- defined as ways and traditions, which occurred and applied during the childhood and teenage time experiences of the teacher. The most important the family cultures factors based on the family members' interviews are:

- The existence of fighting value
- The culture of language – in relation to foreign language use at home
- The strong root of Javanese traditional values
- The role model influence within family
- The influence of being a high achiever
- The influence of high reading literacy

The second groups of factors are social factors – defined as factors that influence the role after entering her marriage life which appeared to influence the model's decision on her English teaching career and choice as professional. Based on the interviewed analyzed for the aims of this paper discussion, social factors for the role model teacher identity development are:

- Society expectation – the expectation derived from a group of people put upon the role model teacher in relation to English teaching
- The influence of family responsibilities- As the bread winner and being responsible for financial support within her marriage life, this seems as of the reasons for the teacher to engage in English teaching.

Each of this group of factors will be discussed based on the interviewees of the participants in relation to their stories, motivation and experiences in describing the role model teacher, her ways of teaching and their contribution to identity development and teaching approach in English as a foreign language.

The culture of family- factor influence teacher identity

The existence of fighting value and the culture of language

Fighting value and the culture of language tradition among the members of the family seem to shape EFL role model teacher identity. The existence of fighting value appears to be manifested in the family tradition in the role model childhood and teenage time, represented through the positive competition among siblings in the family. The family members' interviews reported the stories of how their mother and her other siblings (four girls of the ten siblings) were passionate in competing and accomplishing success for their life goal and education. Like many other siblings who worked after pursuing their education, Mrs. Ramolan worked as a chemist analyst after finishing her

chemist bachelor's degree. At the same time, she was also studying her additional bachelor's degree in English as the language was one of the two foreign languages which always has been used in their family interaction at home. Working while studying might be indicated the family's attitude and value toward work hard. The value appeared to be critical in understanding the identity of Mrs. Ramolan who perceived by quite a few participants (Yani, Don, Sani, Riska, Tania, Nung, Tina) as 'a hard-working person'.

The language tradition also seemed as influential factor influencing the role model identity. The family reported interviews showed that in her young age time, Mrs. Ramolan's family in Java always maintained family culture tradition by communicating with two foreign languages at home; Dutch and English, beside Indonesian and Javanese. This tradition appeared to affect the identity shaping of Mrs. Ramolan, as multilingual. The two factors of the family culture seem had affected her and her identity shaping in multiple ways. Some examples of the interviews highlighted below:

...She always kept herself busy. You never saw her doing nothing or even just sitting she was still working on something. She always finished her job and satisfied by that completion...even in early morning when were still sleeping she already started her day... (Family member interview)

She became as an English teacher when she stayed here in Gorontalo... (Family member interview)

...Mrs. Ramolan is hardworking person. During my interaction with her for many years both as her former student and later we became colleagues, I never saw she did nothing. She was a very active, smart and diligent teacher. Her English was above average and she always used English... (Participant Don, interview).

The strong root of Javanese traditional values

The issue of Javanese values also has been identified as something important which seems has strengthened the identity shaping of the teacher. One of them is 'nrimo' [translated literally as 'receiving'), refers to 'acceptance' and 'belief' that one should do on their faith regardless what difficulties they experienced to. While 'nrimo' for many might be interpreted as total receiving of their faith, others understood that as the teaching which guides one to accept whatever the result after doing their best to achieve that. After efforts being done, whatever the result would be considered as God's decision, as the eldest daughter explains: "... although my mom and her other siblings were quite modern as they went to 'Dutch school, they however kept maintaining the good values of Javanese tradition...therefore in her own family where we grew up my mother always maintain those..."

The teaching seems influence the exemplary teacher understood of all the constraints and difficulties she is facing through her life experiences. The eldest daughter explains; "whatever the difficulties she faced she never complained, never regretted on things and she even tried her best to still enjoy life."

The influence of role model

The influence of role model in family emerges as one of the important factors that seems influencing the teacher's identity in her life pathways. The eldest daughter recalls that her mom was highly inspired by her own father (known as a high-class person in Javanese's culture and status) including the teaching value she learned from the figure. As explained: "At their home town, my grandfather was the most respectable person. Both my grandfather and grandmother were from Jogja [one of the provinces in west java which popular for its different status and rank. My grandfather was well known as the caring father ...I think my mom was extremely influenced by her father whom she strongly admired to...influence by his teaching where my mother always taught that every

problem has its solution and one just need to go through it.”

The high achiever

Being a high achiever in the family can also be understood as one of the factors that affecting the identity of the EFL role model. Based on family member’s recollection, it reveals that of the ten, Mrs. Ramolan who was perceived by her family as the smartest. This leads to understanding that teacher identity is influenced by the relation a teacher made with the other and how she is perceived by the others. The beliefs and attitudes of her family to Mrs. Ramolan appears to have been extended how her students and colleagues perceived of her, highlighted from one of the interviews materials:

...She was not only excellent in her English, but she was knowledgeable in many things. She was so smart
...I

remembered well at the time when were in Manado because we should travel to Manado and we did our exam there... when attended the face to face reading exam [Mrs. Ramolan was also doing her further study at the time], the lecturer’s name was Mener Tulung [sir Tulung] who thought that Mrs. Ramolan competence like many others of us [meaning average]. So he gave face to face reading exam. You know what happened? He seemed to be shocked because when he just started enjoying his cigarette, Mrs. Ramolan had returned back her answer sheet. Being shocked with this, he challenged her by English oral test, and he was astounded again by her English communication skill which was excellent...we witnessed these all from the other side of the room (Participant Yani, Interview).

The influence of high literacy in reading

Another factor of family cultures which seems becoming influential factor affecting identity shaping of the teacher is the high reading literacy derived from her family tradition in her childhood and teenage experiences. The importance of reading literacy skill appears has become priority where the EFL teacher and any other siblings were facilitated by their parents with home library. The family members further explained that their mom was strongly motivated by her reading activity after school hours. One of her former students (later became one of her colleagues) also recounts that she was told by the teacher during their past conversation that every day after school, Mrs. Ramolan always be motivated and looked forward to walking into the home library for reading where a wide range of literatures collections including novels and many others written both in English and or in Dutch were available. The family members’ interviewees also indicated that her hobby in reading had been continuously remained intersecting in her multiple roles as a wife, a mother and a teacher. Of the ten, participants, that was Yani, Usla, Don, Tania, Sani, Riska, Nung, Tina who describe the teacher as high achiever.

This culture seems to positively impact on her teaching and English competence, resulting on her for having a broader cultural views and interesting teaching approach in her teaching performance, as reported by other participants as her former students and colleagues. All ten participants indicate this broader culture views of the teacher. The all six English teachers I junior and high school who also were as her former students in pre-service teacher education were positive in describing their learning classroom experiences with the teacher. We highlight some examples from the interviewees:

I think she was so great person and teacher. Her English was so good, not to say her pronunciation it was in high level. When she taught she mastered the topic of her teaching and its content.so were so emotionally immersed in her teaching. It was obviously clear that she shows her high views of world cultures. She was so special, and we were really fond of her teaching. If she would enter the class, we were so fascinated by that. We can say that she was the multidisciplinary teacher... (Participant Usla, interview). She mastered multi languages not only English I guess Dutch. Her ability in English was so high. I was inspired a lot of her teaching... (participant Sani Interview).

Parallel to these views, the positive attitudes derived from her former colleagues (two of them were also as her former students) appear to have similar experiences with some of the Junior and high school teachers above, as participant Elis explains: “ If doing her teaching, she always was able to connect that with her previous

knowledge and other discipline which I think it was so interesting and pushed our motivation to learn more....”

Social Factors

In discussing social factor, society expectation and family responsibility were discovered as factors which appear to become influential in shaping the EFL teacher identity. These two factors would be highlighted in the following discussion.

Society expectation

One factor that is identified influencing identity shaping and development of an EFL teacher is the expectation derived from society. As explained in earlier section that Mrs. Ramolan owned her English bachelor's degree while worked as a chemist analyst. The family members' interviews reported that her career changed when she moved to Gorontalo after marrying to a Gorontaloese male. She embarked to English teaching when an elite group of Javanese

culture community, who stayed in Gorontalo found out that Mrs. Ramolan in fact has high skill of English speaking. Since that she the group asked her to teach them English (English was considered as one of the prestigious languages, and just could be accessed by the prestigious group).

...Initially, the ladies in the group undermined mom, but when mom was involving in interaction with them, they realized who mom was. Then mom being asked to teach them English...Therefore, my sister[name] and I also then had become friends with the children of the group member. Mom did her teaching in many groups, so she always arrived home late about 11 pm at night. Sometimes we went with her because we also could meet our new friends. Then later through these groups mom was introduced to Mr.Kadir abdussamad and Mr. Idris Jalali (the high profile person in Gorontalo college at the time). They then asked mom to do teaching at campus where at the time the number of English teachers was only few... (Family member Interview).

The reported interviews can be linked to few things. First, that living in Gorontalo, in early sixties where the English position was considered privilege, it was quite an opportunity for Mrs. Ramolan to start the new job, teaching English. The next thing was, this opportunity brought her into the next level, teaching English at the only one college in Gorontalo in early 1960 where the institution known as training program for teacher (or pre-service teacher education). It seems that the role of society's expectation placed on her in facilitating English learning and teaching for the small group above became the momentum for Mrs. Ramolan to develop her career as English teacher.

Influence of family responsibility

Other factor which may also influence an EFL teacher's decision, and hence their identity development is financial issue. It was revealed that since the 1960 when started her new marriage life, and moved to Gorontalo, Mrs. Ramolan had played a significant role to support her family financially. Despite the data restriction we faced in exploring more on the issue (as this appears to be a sensitive issue for her family member) this factor appears to also strengthen her position in teaching English, and thus her identity development, as many of the participants (Yani, Usla, Riska, Ellis, Tania and Nung) perceived her as strong, patient, active and energetic figure in teaching and many other situations. For example, her colleague (Yani) says:

We would never see her sad or was devastated with all the difficulties she faced in her life. When saw her in the corridor, you saw a very energetic, strong and a high motivated person in her job. She is so kind person, a humble person and has good relationship with all of her colleagues. (Participant Yani, interview)

The influence of Role Model and How It Impacts on Motivation and Identity

There appear several characteristics of the teacher that emerge as important in understanding why the figure was considered as a good role model in English foreign language teaching context, particularly in Gorontalo. As a part of our larger study the characteristics identified of the teacher are various ranged from incorporating interesting

teaching approach by using body language and unique expression in teaching, representing professional and pedagogy competency, to demonstrating a good social relation with community, representing social competence (see table 2). But based on the interviewees analyzed in this article, some characteristics identified as critical in influencing English learning and teaching motivation listed in the following:

- Incorporating interesting teaching approach- using body language and unique expression in teaching.
- Demonstrating high competency in English (e.g broad cultural view), and high motivation in teaching resulting on motivation to learn (e.g high discipline)
- Incorporating contextual learning approach and high commitment in giving feedback for students' work (the use of 'red ink')
- Demonstrating high engagement with student.

Each of the characteristics will be discussed with examples from the stories, beliefs, attitudes and experiences of interviewees to indicate how they have impacted on English learning and teaching motivation, which subsequently impact on teacher's identity development.

Incorporating interesting teaching approach- using body language and unique expression in teaching.

The majority of the participants (Riska, Don, Tina, Umar, Elis, Sani, Tania, Nung) reported that they have been motivated in the ways of how Mrs. Ramolan approached her teaching which was delivered with interesting ways. She was illustrated as the teacher who is in her teaching always incorporating body language and unique expressions. Some indicate that they would be happy to stay in her class due to her interesting teaching. Below are some examples of the participants' beliefs, stories and experiences of the teacher in the issue.

In teaching, she always uses body language and unique facial expression which I think made her teaching is clear and interesting. So without using any other additional media her teaching was clear. We were so immersed in her teaching (Participant Riska interview)

I strongly remember her ways when she taught. She would directly model what has happened. She created the situation where we felt so real. For example, when she taught drama; 'Macbeth,' She would facilitate the situation or what has happened in the story by using her body language and facial expressions. The characters in the story would be so alive. Therefore when she taught, everybody would pay attention seriously. With no integration of IT, her teaching is interesting! (Participant Don, interview)

Through the recollections, it was apparent that Mrs. Ramolan was emotionally connected with her teaching, and so were her students. Although there has not information technology (IT) support yet, the teacher was able to be actively engaged in her teaching, and hence motivated her learners.

Demonstrating high competency in English (e.g broad cultural view), and high motivation in teaching resulting on motivation to learn (e.g high discipline)

These two broad issues, the competence in English and high motivation in teaching, seem also influence Mrs. Ramolan's former students (now as English teachers' motivation to learn English. All six teachers, Riska, Nung, raised these issue, explaining how they had been motivated by Mrs. Ramolan, as highlighted in examples of the interviews:

She was an unforgettable figure. I believe she was so great. Her English was so good, especially her pronunciation. She was classified as a high-level quality person in English. She mastered her teaching very well. When she was teaching, we were emotionally involved in her teaching. she also shows high knowledge of the culture she taught, she really mastered that. I think she was a special person. Of some other English lecturers, she was so well known with her capacity in English teaching and We [her students] were quite fond of her. When she entered the class, we were so full of joy. As the English teacher, she really mastered the language and its culture so that made her teaching was interesting (Participant Umar, interview).

Her conversation style and English pronunciation were clear and she spoke English naturally equal to native speaker. She also was able to create a comfort and natural situation. At the time if there were foreigners; native speakers visited Gorontalo, she was the one who would company and play

as the interpreter role to the government or institution who need her to do the job including few other private companies here in Gorontalo would request her help for that (Participant Yani, interview).

She is a very high responsible person. She always committed to her job. Every time she came on time, taught and facilitate us well with her teaching. So when we checked the new schedule and found her name there, we knew that we would get the best from her (Participant Don, interview). What motivated me a lot with Mrs. Ramolan was her ways of teaching. She is an interesting teacher. She is smart in English. Her communicative ability both in speaking, writing and all skills are high. Especially her discipline I remembered that so well. She never arrived late at class and she always returned our task with her notes inside. These also I do for my students. I replicate her ways of doing for example about time and correct the students' work ..." (Participant Tina, interview).

The recollections show that she was perceived by her former students in positive ways, positioning her as a high-profile person in teaching English. They were motivated by her ways of doing, and even for some, they do coping her strategies (e.g. Tina) and some others who will be discussed below.

Incorporating contextual learning approach and high commitment in giving feedback for students' work (the use of 'red ink')

Some of the ways of Mrs. Ramolan which were considered important and seem to highly encourage motivation in learning, and consequently affect students in the way how they approach their practice was the ways how Mrs. Ramolan integrate contextual learning and give feedback in her teaching. In correcting students' written task, Mrs. Ramolan also was so popular in using what many have called as her 'weapon' the red ink.' All of her former students (Don, Elis, Sani, Riska, Tania, Umar, Nung and Tina) rise these. Interestingly, they did not feel intimidated by that red ink notes in their work. However, they perceived that was the teacher's typical way and, even believed that as one way made her teaching is unique and interesting. Moreover, the participants also share their experiences about the integration of contextual learning delivered by the teacher (Don, Sani, Riska, Tania, Umar, Nung and Tina) where they believe that Mrs. Ramolan was competent in considering what situation and condition which could facilitate her teaching contextually. For example, as Don described in earlier section above about teaching drama 'Macbeth' for classroom. Tani, Riska and Umar, reported that many times Mrs. Ramolan would bring things in classroom for strengthening her teaching. For example, various charts and pictures, and the contextual examples she drew when explained her teaching. Moreover, the reported interviews from family members also portray the example of what their mother did in putting efforts to make her teaching interesting and fascinating for her students in private course.

When she taught, she incorporated what things surround which would match with her teaching topic, or in the context of her pupils. For example, if there is a learner who just back from their holiday in a certain place, thus the topic of her discussion would be connected to it. The student would be asked to describe to the class of the holiday, what he or she did during the holiday and other things which emphasized on past tense in the session was about teaching past tense for example. Other example she would draw on our cooking like traditional cakes or fried tempe we made in asking the students to have those things while teaching them in English which was related to the day topic with the food. For the learners who she knew well to love drawing, she would ask the learners to draw together while studying ..." (Family member interview)

Demonstrating high engagement with student

Learners' motivation in English can also be influenced by a teacher approach towards their students. Some of the participants have raised this issue, explaining that during their interaction with Mrs. Ramolan, they feel close to have interaction with her because she always treated them in good ways. The reported interviews from the family members have also portrayed the similar experience of how Mrs. Ramolan approach her students. Here are some

examples of the interviews:

Mom was so close with her students and it was quite often that her students visited and shared discussion with her at our house. As her children we were so used to that situation. So, we also knew well many of her students. When they came mom would welcome them well, and she would serve them with any things she had such as cookies and soft drink. Sometimes mom would cook a light and quick meal and enjoy those things with her students (Family member interview).

When she taught her private course at home, mom would treat them patiently. If she knew that her students were still struggle and had difficulties in understanding the lesson she taught, she would not move to different topic until she knew her students had mastered the lesson. Mom told me that as an educator we must accomplish our goal to educate our students. So sometimes I thought when I would be like her with that heart she has with her work. After mom died many had come here and asked me to teach them or their children [laugh] beside I was not an English teacher, I also did not have good heart as mom (Family member, interview)

She always paid attention to her students well. She never treated her students differently. Her high awareness and care towards her students were so obvious. It was not only for the English lesson but also for other issue ... (Participant Yani, interview)

...because of her kindly heart, she would not hesitate to play a role as a problem solver for her

students' problem. I remember one of my friend [name mentioned] experienced a serious family problem at home. Mrs. Ramolan with many of us tried our best to help the friend. That was unforgettable moment for us! (Participant Riska, interview)

The participants' recollections clearly show their positive beliefs and attitudes towards their teacher due to their positive experiences with the teacher. There are several interpretations which can be drawn from the reported interviews. First, the ways how Mrs. Ramolan's feeling and desire to English, has positively influence the ways how she treated her students. Second, as a hardworking person, Mrs. Ramolan has a high commitment and motivation to her job, including towards her students. As a result, this influence the ways how she approached her practice including her students with dedication and commitment.

Building a Bridge Between factors Influencing EFL role models, Identity Shaping, and motivation in Learning and Teaching

This section builds on the previous section and aims to synthesizing the themes that emerged through the discussion in earlier section as critical in understanding factors emerged from others' beliefs, attitudes and experiences of an English role model, contributing to the shaping of identity and motivation in EFL teaching context. The two broad group of factors; family culture tradition and social factor are as critical contribute to the shape of teacher identity and motivation in learning and teaching English as a foreign language context. As explained in earlier the two notions of teacher and identity development (by Varghese 2005 and Duff and Uchida 1997), and the notion of motivation (Deci and Flaste 1996) are helpful to help us in making meaning of this study focus. These all would be further discussed in the following.

This study has found that how personal histories of one can influence their identity development, and thus impact on motivation in learning and teaching. Further to the notion of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997). It is argued that all of the issues illustrated in family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of powerful, energetic role model EFL teacher. However, it is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these can be classified as prestigious influential factors at the past time, and even in the present time. Consequently, this may lead to provide an understanding of why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper.

EFL role models, Identity Shaping, and motivation in Learning and Teaching

This section builds on the previous section and aims to synthesizing the themes that emerged through the discussion in earlier section as critical in understanding factors emerged from others' beliefs, attitudes and experiences of an English role model, contributing to the shaping of identity and motivation in EFL teaching context. The two broad group of factors; family culture tradition and social factor are as critical contribute to the shape of teacher identity and motivation in learning and teaching English as a foreign language context. As explained in earlier the two notions of teacher and identity development (by Varghese 2005 and Duff and Uchida 1997), and the notion of motivation (By Deci and Flaste 1996) are drawn and incorporated in the discussion of the factors and issues revealed in this study. These all would be further discussed in the following.

This study argues that there is a significant relation between an EFL teacher personal histories and identity development, and motivation in learning and teaching. Further to the notion of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997).

The family culture traditions seem to be closely connected to the shape of English teacher identity and motivation in teaching English as a foreign language context. Several themes emerge in this tradition related to the existence of fighting value, the culture of foreign languages used in family interaction, the Javanese teaching value, the influence of role model within family, being a high achiever and high literacy reading tradition. For Mrs.

Ramolan, these all have shaped her beliefs and attitudes on many things including the ways how she approached her teaching practice. For example, the literacy tradition that facilitated by her parents, the culture of using English in family interaction seem to become beneficial points for the teacher in approaching her classroom as many of the participants (Riska, Nung, Tina, Sani, Tania, Umar) perceived her as English teacher with a high world cultural view (resulting on her identity as one who has high competency in English. In accordance with this, many English language teaching studies revealed that a language would be successful in teaching if the teacher understands its culture (e.g Celik 2005, Duff and Uchida 1997, Holmes 2009, Sun 2013, Tan 2016, Zhou 2011).

Other factors which seem are interrelated are the father as role model, the teaching of Javanese value and being a high achiever within family. It is clear from the family member's narrative that the positive role model, Mrs. Ramolan's father, affects her attitudes and beliefs to 'being a hardworking person' in achieving life goal, and simultaneously resulting on her as a high achiever person in approaching life and work. Moreover, at the same time the teaching of Javanese value 'nrimo' (discussed in earlier section) also being used by Mrs. Ramolan as 'a control' and 'reminder' of her position between herself and God after doing her best. This is manifested through her life philosophy that "*di mana kaki kita berpijak di situ kita bisa hidup*", translated literally in English as "in which the feet we stand on there we could live", as reported by her family member interview. In the context of Mrs. Ramolan, it appears that this philosophy referred to her belief of 'hardworking value' and at the same time accumulated her belief to the teaching of 'nrimo' in relation to her belief on God. It seems in her understanding as long as one has worked hard in their life, wherever they are they can survive and God would protect them. It is more likely to say that these all have accumulated together, contribute to the shaping of Mrs. Ramolan identity as referring to 'a hard-working figure' with high English competency and has a positive relation and engagement with her students, representing her high motivation in teaching and subsequently impact on motivating her students in learning, and teaching English. For some, their learning motivation has been extended in adopting the teacher's ways of teaching when they entered their profession as English teachers (Tina, Nung, Don, Umar and Tania).

It is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these factors can be classified as 'prestigious' tradition because only high class family would exercise the traditions where the English and Dutch were used as medium of interaction at home beside Indonesian and Javanese, and the reading tradition with highly connected to the 'accessible various collections home library' which only 'the rich and prestigious family' could facilitate these. These linked to an understanding that the identity development is closely related to contextual factors (Duff and Uchida 1997).

Moreover, the two contextual factors above are not common applied by common people in Indonesia. These all seem to provide an understanding of a reason why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper. However, to locate an expectation that the process of an EFL role model teacher identity can be started earlier from family culture tradition, which based on these two factors, is hardly to be accomplished.

Other factors that can contribute to shape EFL teacher identity are related to social factors; society expectation and the influence of family responsibility. This study reveals that for Mrs. Ramolan, the expectation of the 'Javanese community group' (discussed in earlier section regarding the social factor influence) put upon her in English teaching has become 'a starting point' for her to start her career as English teacher for the group, rather than as 'a chemist analyst', her previous job in Java before moving to Gorontalo. Later, through this group, she gained access to teach English in tertiary education institution, and many others. As a result, her new identity as English teacher has been strengthened by the relations she made with the others. These all factors and issues of family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of inspiring teacher with high English competency and having strong engagement to her students as highlighted through the views of others.

Duff and Uchida (1997) has proposed the notion of identity as not context free but bounded with economic, cultural political and institutional context. While their studies focused on determining how the teachers' social-cultural identities, views and teaching changed, and exploring what factors that influence the changes based on the teachers' (two native speakers and two Japanese) understanding of themselves, our study focus to understand a role model teachers and what factors have impacted on identity development and motivation in language learning and teaching English as a foreign language context, from the perspectives of others.

This study is also in line with Varghese et al (2005) who suggest that teachers' engagement in language teaching and learning cannot be separated from an understanding of who they are as teachers including their multiple layers of identities, "the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al 2005, 22) as the teacher claimed identity who viewed by others perspectives on her indicating a claimed inspiring teacher with high English competency including the teacher's broader understanding to the world cultural, complementing her assigned identity as English teacher.

Conclusion

The discussion of this paper reveals that family cultures tradition and social factors are considered pivotal influencing the shaping of the exemplary English teacher's identity who was drawn in this study. This subsequently impact on the way how others' beliefs and attitudes of the teacher, positioning her as a good role in EFL context. It is found that several factors in family tradition and social factor; including the existence of fighting value among siblings, the strong engagement on foreign languages which was English and Dutch, the presence of a role model in family, society expectation and being a bread winner in marriage life phase can become extremely influence factors of the English teacher identity as professional in English as a foreign language context.

Further to the notion of teacher and their identity development, these two broad factors; family cultures tradition and social factors closely link to the concept of Duff and Uchida (1997) that understanding identity as not context free but heavily related to social, cultural and political concept (Duff and Uchida 1997). It is argued that all of the issues illustrated in family culture and social factor have contributed to build and strengthen EFL teacher identity; resulting on the characteristics of powerful, energetic role model EFL teacher. However, it is interesting to note that in relation to the culture of foreign language use and high reading literacy experienced by the teacher in her young age, these can be classified as prestigious influential factors at the past time, and even in the present time. Consequently, this may lead to provide an understanding of why the presentation of EFL role model teachers are quite lacking in Indonesia context, thus affecting the success of English language teaching in Indonesia as explained in early section of this paper.

This study provides a critical insight for government, English advance learners, English teachers, practitioners and policy makers to have a clearer understanding of the critical factors that can lead to the formation of characteristics for being an EFL role model in foreign language context where the exposure of English is

minimal. From the government and policy makers side, this can help them to work on ways in facilitating factors that can lead to empower English learners in their learning experience and to empower English teachers in finding ways in building and enhancing their identity as professionals. In term of pedagogical reason, this study recommends that ELT in Indonesia, should strongly count of the importance of role model presentation in enhancing its quality, and hence it is hoped this insight can also bring the light to the other English language teaching country that has the similar context and perhaps the similar problems to achieve success in ELT. It is hoped that the contribution of this study can shed the light to many other EFL communities which encounter similar problems of English language teaching development in their context.

For English advance learners (High school and university), and English teachers, especially teaching English as a foreign language context, this finding can give the insight that not everybody would have the opportunity as Mrs. Ramolan had in her family backhome in Java. Therefore 'empowering self' in learning and teaching may become the option that they can choose to build and strengthen their motivation in learning and teaching, and hence as the result of their identity would be developed. Finally, it is expected that the findings can provide a basis for the future research in which the characteristics embedded in teachers who are considered as EFL role models are investigated through broader lenses so that they can become a model of adoption in the future path.

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