THE STUDY’S SUMMARY

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This study examined the motivations and identities of student teachers who studied at an EFL teaching program but were unmotivated to be teachers. Based on the data from the interviews and student teachers’ journal, it can be summarized some key findings. Despite their disinterest in teaching EFL, the student teachers had no other choice but to enroll in an EFL teaching program. They failed their preferred program's entrance exam for the undergraduate program, leaving them with no other options. In order to comply with their parents' wishes, they also had to enroll in an EFL teaching program. Although the student teachers’ present identities were pre-service EFL teachers, they did not desire EFL teachers as their future identities. They were unmotivated to be teachers because they considered teachers to have a low salary and they were incompetent to be teachers, and teaching was not a new thing.

Instead of pursuing careers as teachers, the student teachers would have rather been diplomats, writers, translators, public relations or cultural consultants, tourism officers, or lecturers. Despite their rejection of teachers as their future identities, they accepted their present identities as EFL student teachers. The factors that affected their acceptance were the positive things they experienced in the program and the consideration that the program could benefit their future dream identities.

The student teachers in this study expressed their fears and hopes in relation to their view of their future identities. In terms of fears, two participants related their gender identities to the failure of developing themselves; due to their status as male and female in family, they were afraid that they could not study abroad. The other two participants had fears that they could not have the job they desired, while another participant had fears that her future would lead her to be a teacher. Also, the student teacher hoped that they could continue their studies at the master’s level. They believed that their master’s degree could help them shape their desired future professional identities.

The motivations of student teachers who were not interested in teaching and their identity construction were examined in this study, which contributes to the fields of teacher education in general and EFL teacher education in particular. It was novel to focus the investigation on these particular participants in the fields of EFL teacher education, motivation, or identity. However, the present study is not without limitations. This study was a small-case study that examined the identities and motivations of student teachers studying in the EFL program in an Acehnese-specific context but who had no interest in becoming EFL teachers. The study's conclusions should not be applied to all Indonesian EFL student teachers as a result. Further study on similar issues on a larger scale in different contexts should be conducted to gain a comprehensive understanding of why student teachers are not interested in selecting teaching as their career.