

## **Embracing TPACK Framework as a Novice English Teacher: A Journey of Identities Growth and Commitment**

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### **Abstract**

The article centres around R, a novice English teacher at an elementary school who graduated from the local university and have been teaching for two years. It delves into his experiences on how TPACK plays the pivotal roles in shaping identities. This study employed narrative inquiry research to highlight R's experiences. The data were collected mainly using in depth-interview and classroom observation. From the interview, it reveals that somewhat R dissatisfied with the university experience which caused him to lack the necessary skills. While classroom observations reveal R's struggles in managing disruptive student behaviour as a novice teacher. He employs traditional teaching methods like dictation and memorization, occasionally integrating visual aids and technology. The interview protocol related to TPACK highlights R's strengths in content knowledge, pedagogical content knowledge, and technological content knowledge. However, it also reveals areas for improvement in technological pedagogical knowledge and overall TPACK framework implementation. Despite being a novice teacher on a modest salary, R remains committed to becoming an effective educator. The study emphasizes the challenges faced by novice teachers, particularly in areas such as classroom management and integrating technology effectively into their teaching practices. This implies the need for robust mentorship and professional development programs to support novice teachers as they navigate the initial years of their careers.

**Keywords :** *Novice teacher; TPACK framework; teacher identity; narrative inquiry; technology integration*

### **Introduction**

Being a novice teacher is challenging since transformation occurs in the beginning and cause a complex bafflement (Dvir & Schatz-Oppenheimer, 2020; Shwartz & Dori, 2020) . Researchers have identified challenges faced by novice teachers such as classroom management, Implementing Communicative Approach, Unmotivated Students and Learning Disabilities (Akcan, 2016). Gavish & Friedman, (2010) listed at least eight major challenges faced by novice teachers during their first year of teaching such as : reality Shock, classroom management, organizational environment, workload, professional recognition, sense of competence, burnout, and support and training.

As the researchers delve into the challenges faced by novice teachers, they highlight the critical need to revamp teacher training programs. Rather than solely focusing on academic content, these programs should equip aspiring educators with a comprehensive understanding of the organizational landscape they will encounter. This entails shedding light on the intricate power dynamics, accepted norms, and the unique culture that permeates school environments. By fostering this awareness, novice teachers can better navigate the complexities of their newfound roles and develop a more realistic outlook on the profession they have chosen (Gibbons, 2020).

Recognizing the pivotal transition from student to educator, the researchers underscore the importance of robust induction programs (Akcan, 2016; Gavish & Friedman, 2010). These initiatives should serve as a systematic support system, guiding novice teachers through the initial phases of their careers. However, the findings on teacher burnout raise legitimate concerns about the effectiveness of existing induction efforts. Addressing this issue requires a critical evaluation and potential overhaul of these programs to ensure they adequately equip new educators with the tools they need to thrive. Complementing induction programs, the researchers advocate for the creation of supportive and collaborative work environments, where novice teachers can find recognition, appreciation, and camaraderie from colleagues, administrators, and the broader school community (Caspersen & Raaen, 2014).

Moreover, the researchers emphasize the need for early intervention strategies to combat burnout, a gradual process that can take root even during teacher training. By identifying signs of distress and implementing appropriate support mechanisms, institutions can proactively safeguard the well-being and longevity of their novice educators. Ongoing professional development opportunities are also highlighted as a crucial component, enabling teachers to continually enhance their skills, build confidence, and navigate the ever-evolving challenges of the profession (Tennant et al., 2019). These recommendations extend beyond traditional classroom settings, encompassing practical measures such as classroom management courses, mentorship programs, and international exchange initiatives. By adopting a holistic approach that balances theoretical knowledge with practical experience, the researchers aim to cultivate a generation of well-rounded, resilient, and culturally aware educators. In Indonesian context, novice teachers usually have good abilities in terms of: communication skills, personality, and extensive knowledge in the field of ICT. However, the challenges they face include organising and implementing lesson plans,

motivating students, interacting with colleagues and parents, managing time and controlling their emotions (Septiani et al., 2019).

Effective integration of technology into teaching practices is a critical challenge for many novice teachers as they navigate the initial years of their careers. This narrative inquiry study examines the experiences of "R," a novice English teacher at an elementary school who has been teaching for two years since graduating from a local university. The research delves into how the TPACK (Technological Pedagogical Content Knowledge) framework shapes R's professional identity and teaching practices. This study underscores the difficulties novice teachers encounter, particularly in areas like classroom management and the effective integration of technology into their teaching practices. It emphasizes the need for robust mentorship and professional development programs to support novice teachers as they navigate the critical initial years of their careers. By exploring R's experiences through the lens of the TPACK framework, this research aims to contribute to a better understanding of the challenges faced by novice teachers and enlighten efforts to enhance their professional development. To address the issue, this study will answer the following research questions :

1. How does a novice English teacher adopt the role of the TPACK framework for teaching English at Alor?
2. How does the TPACK framework shape the identity of a novice English teacher at Alor?
3. How do novice English teachers deal with identity transformation?

## **Method**

Narrative inquiry is a qualitative research methodology that focuses on studying and understanding lived experiences through the lens of narratives or stories (Barkhuizen et al., 2014; Andrews et al., 2008; Barkhuizen, 2011; Clandinin, 2006). In the context of the study mentioned, the researchers employed this approach to gain insights into the experiences of R, a novice English teacher at an elementary school in a rural Indonesia.

The narrative inquiry method allowed the researchers to delve deep into R's personal and professional experiences as a novice teacher. By conducting in-depth interviews, the researchers enabled R to share his narratives, which revealed his perspectives, challenges, and reflections on various aspects of his teaching journey. These narratives provided rich data that captured the

complexities and nuances of R's lived experiences, offering a comprehensive understanding of how TPACK (Technological Pedagogical Content Knowledge) shaped his identity as an educator. Through the storytelling process, R could articulate his thoughts, emotions, and the meaning he attributed to different situations, allowing the researchers to gain a holistic view of his teaching experiences.

Additionally, the narrative inquiry approach complemented the classroom observations conducted in this study. By observing R's teaching practices, the researchers could witness first-hand the manifestation of his narratives in action. This triangulation of data sources, combining interviews and observations, enhanced the credibility and trustworthiness of the findings. Furthermore, the narrative inquiry method aligned well with the study's aim of exploring the challenges faced by novice teachers, as it provided a platform for R to share his struggles, triumphs, and reflections on areas such as classroom management and technology integration. By embracing the power of storytelling, the researchers could capture the rich tapestry of R's experiences, offering valuable insights into the support and professional development needs of novice teachers as they navigate the formative years of their careers.

The participant in this research was selected purposively based on three categories. First, the participants must be graduates of an English education study program located in a remote area. The second, the participant should have less than 2 years of English teaching experience as they were classified as a novice English teacher. The last, English novice teacher should be familiar with TPACK framework or at least having familiar with technology integration. The main data collection was the in-depth interview and for additional data collection, I did the classroom observation. By having more than one method of data collection, I ensure the data triangulation. For the data analysis, I applied the thematic analysis proposed by Barkhuizen et al., (2014). The steps to do the data analysis consists of reading the data repeatedly, coding the data extract and finally recognizing the thematic headings.

### **Finding and discussion**

R, an English teacher at the primary school, graduated from a small private university located on a remote island. He took the English Learning Media course during his sixth semester and is now a novice English teacher in one of Christian elementary school in Alor island. I have known R since he was in his sixth semester, however, I was not his

supervisor for teaching practice and final undergraduate thesis. When he was about to finish his final paper, he asked for my advices related to writing final paper.

As a lecturer at that time, I knew R as a student who was quite respectful, did not talk much and never reported to have caused trouble or made a scene on campus. His calm and social manner made him popular among his peers and was not difficult to socialize with. Based on information I received from some fellow lecturers, I learned that in class, R was quite reliable as he was quite intelligent. I tried to find out more about R's background and I found out that he had previously studied at a university in a big city but he did not finish his studies due to financial problems.

After dropping out from his previous university, he returned to Alor Island and his parents decided to re-enrols him at the only university in this island, which was more affordable. When he graduated from university, he tried to apply for a job as a primary school teacher and sent his job applications to several primary schools in Kalabahi. Not long after, he received a call from a school located right in the heart of Kalabahi city, a private school under a Christian foundation. he was accepted as an English language teacher for grade four, five and six.

I confirmed R's statement with the principal of the school where R applied. To my surprise, R was accepted not only because they needed an English language teacher, but also because R was a male teacher who digitally literated and the school was in desperate need of male teachers. The school principal said :

*"I accepted R here not only because he is an English teacher, but also because we lack male teachers. Almost all the teachers here are women, so when there are technical tasks that should be handled by male teacher, we find it a bit rough. It doesn't mean that we women can't handle these task, but I believe it would be better to have male teachers on staff. The only male here is the security guards and I think we need more male staff".*

After receiving the call, R immediately met with the school principal for the interview. The principal explained that the first question posed to R was regarding the skills listed on his CV. Beyond proficiency in English, R mentioned that he is a digitally literate, he can also draw pictures and good pencil sketches. Moreover, the principal recounted that during the interview R also discussed his educational background and experience teaching practice in an elementary school.

Regarding class administration such as lesson plans, the principal explained that she personally guided R in creating the documents. However, she believes that R has gained sufficient knowledge from the university.

*"I know that R has gained knowledge during her studies. Before graduation he had to take part in teaching practice. So I encourage R to develop what he had gained in college, if there were any obstacles then he had to consult with me as the principal".*

Additionally, modern learning can be facilitated through the internet, therefore she believes R is capable of handling such task effectively. The principal also emphasized that she is very strict about preparing teaching document. Similarly , R sated:

*"The principal always check all the learning document before teachers enter the classroom, especially me as a novice teacher. Every morning before I go to class, I have to submit all my teaching document to be checked by the principal. Only after getting approval, I can start the lesson."*

In addition to discipline related to document, the principal is also very strict about the use of mobile phones at school. Teachers are strictly prohibited from playing social media in class, they are allowed to play social media during break time. The internet provided must be used to find learning resources or materials related to learning in the classroom. If a teacher is caught playing social media or is too attached to a mobile phone for non-teaching purposes, the teacher will receive a stern warning from the principal.

As a novice teacher, R does not object to what the principal has implemented. R stated:

*"I am in favor of the principal's disciplinary measures. I believe that these actions are beneficial as they allow for a more focused learning environment. Following the conclusion of the learning session each day, the principal conducts an evaluation to address any concerns or complaints from the teachers. This practice ensures that any issues are promptly addressed, enabling the teachers to continue delivering quality instruction"*

The interview went far and we reach the topic of university experience. As mentioned earlier, R graduated from a university located in the remote island of Indonesia, Alor island. Regarding learning experience at university, R revealed a surprising fact :

*"I felt that the lecturers who had taught me at university were not all competent. There were only a few lecturers who really got me interested in learning and made it easy to understand the material. This was surprising, as major was English education, but not all lecturers are able to speak English well."*

R expressed his thoughts on the micro teaching course she took before pursuing the field teaching program. He felt that the course did not provide him with much insight into real teaching practice. He believed that there were many things he could have learned in the micro teaching course. However, he emphasized that he did not intend to tarnish the reputation of his own university. He simply wanted to suggest improvements for a better learning experience in the future. Although there were many things that he felt were lacking when studying at university, R recognised that there were some lecturers who kept him going and kept his enthusiasm to study and become an English teacher. R recalled :

*"There are only a few lecturers who can genuinely spark my interest in learning and make the lecture material easy to understand. For instance, for learning media course, I was highly excited because she was proficient in using technology, enabling us to learn about various applications for learning"*

R's confession may be challenging for the parties involved to accept, but it is a crucial finding in this research. R is not interested in lying or only sharing positive aspects because he wants to bring about change for the better. The learning experience he should have gained at university was one that she thought would be beneficial when he began teaching at the school. As he said:

*I would like to admit that in reality, what I learned at university cannot all be applied at school. I was quite shocked because it turns out that in work (teachers in primary schools), there are various elements that must be prepared before teaching. And I was forced to find out for myself. I also tried hard to learn things related to classroom*

*administration. I did learn how to make lesson plans and syllabuses but I was never taught to make other tools such as evaluations or exam questions, question grids, how to assess, enrichment, remedial and many more. At the beginning of teaching, I tried very hard to learn to make all learning document completely. I tried to find out from senior teachers and also searched the internet. I should have had a pretty good idea about making learning document and tools. But I didn't get it at the lecture level"*

R even admitted that their field teaching practice (PPL) was insufficient because they only had three months of teaching practice and they started in the middle of the semester so many things were missed at the beginning of the semester. In fact, they did not even finish learning in the current semester at the school where they practiced. He said:

*"If anyone asks, there is PPL, but the PPL we did was only for three months and it was not enough. We did our PPL in the middle of the semester, so we didn't have time to take the mid-semester or end-of-semester exams. What we need is to learn how the whole learning process works."*

### ***TPACK implementation in R's Teaching***

Regarding the technology integration in teaching, R firstly explained the background of the university where he studied to become a teacher. he shared that:

*"The campus where I studied then was located in 3T area with limited facilities. Even the internet availability is limited"*

R actually admits that he is not a very good person in terms of technology. However, he can use a computer and some applications well. His statement is quoted as follows:

*"I am not a person who is very good at using technology. But I can say that I can operate a laptop quite well. I am able to make a good PPT for presentation. I can even use some applications well. But I still need time to learn and develop myself to be a good teacher. "*

R's ability in technology can be said to be sufficient for a primary school teacher who teaches English. Because the needs of a teacher in terms of technology are still limited to



technical matters such as creating teaching materials and also interesting presentations. Furthermore, her university experience made her realise that when a teacher is proficient in technology, it will enhance the learning process of her students.

*"I was very happy when around semester 6 at university, you (researcher/lecturer) taught the subject of English Learning Media and taught how to make learning media by utilising applications on smartphones. I came to understand that being a teacher must be able to creatively utilise what is around us. According to my honest assessment, you are a lecturer who is quite proficient in technology so that we are motivated to learn and make good use of technology".*

In the interview, R did not elaborate on how he applied technology in the classroom. However, I managed to confirm this from the school principal. The principal noted:

*"As the principal, I consistently advocate for the positive initiatives undertaken by teachers within the classroom. I recommended to R that the integration of visual aids, such as images, can significantly enhance the English learning experience for primary school students. To support this, we have ensured the availability of a fully operational printer for producing necessary printouts and visuals. Furthermore, we have provisioned complimentary Wi-Fi access to aid the educational process. Additionally, we have equipped our school with essential technological tools, including audio systems and projectors, which are at the disposal of all educators, including Teacher R, to facilitate a more dynamic and interactive learning environment "*

In October 2023, I conducted an observational visit to R's classroom to assess the instructional process. The session started at 09:30 WITA as the day's second lesson. I positioned myself at the front right corner of the room, where R had arranged a table and chair for me. R started the class with opening activities, including a prayer and roll call, which extended for nearly 30 minutes. This duration seemed excessive for the start of the lesson, and during this time, the behaviour of the fourth graders was very distracting. Some students ran around and teased each other, with some climbing on chairs and throwing paper balls at their friends. The atmosphere became rowdy, and R seemed increasingly challenged by the students' disorderly behaviour. R decided to raise her voice to a louder tone and this worked because suddenly the atmosphere became quiet. But it seemed that the stern tone only had a temporary

effect, perhaps because the students were afraid. R holds a wooden stick, which is usually used to point at the blackboard, but sometimes he uses it as an indirect threat to students who are too active.

R then distributed papers containing pictures of numbers in English and Indonesian that she had printed out earlier. All students seemed to enjoy the learning process for a while. But the quiet class only lasted about 30 minutes. When R held a question-and-answer session, the students started acting up again. R decided to end the lesson that day because she saw that the situation was no longer conducive. I felt I had to do something. I asked permission to speak in front of the class for a few minutes. Thank God they were calm when I spoke. I didn't say much because I didn't want them to feel uncomfortable. I only motivated the children who were still in grade 4 to study hard to achieve their goals.

Closing the class did not go so smoothly. R used the line method and asked the children about the lesson she had just taught. If they could answer, they were allowed to go outside to play because it was the second recess. The children began to line up impatiently, sometimes they pushed each other and disturbed their friends who were answering questions. R apologised for the mess. I could understand it because R was a novice teacher who did not have much experience in dealing with unruly students. The teaching model used by R was still relatively conventional with dictation, repetition, and also asking children to memorise. R admits that he has not developed much in terms of teaching techniques or strategies. R stated as follows:

*"Teaching in primary level is challenging but I can bear it. Preparing teaching materials and learning media is actually very fun. Especially teaching English which is my favourite subject. However, my biggest challenge is how to deal with elementary school student who are extremely unruly. I don't want to use the word "naughty" because they're not. I just assumed they were seeking for attention."*

Regarding the learning methods R uses in class, R admits that currently in accordance with the applicable curriculum, he often uses the project-based model but mostly he used the conventional teaching model. However, he adjusted it to the class situation and the needs of his students. R said:

*"The current curriculum is different, so I have to make sure that all children understand the material. At the end of the lesson if there still student facing difficulties in understanding*

*the lesson, I will stay in this material and make sure that all students have the similar level of understanding”*

R often used printed picture and flip card as teaching media. Occasionally he used a projector and audio speakers to show videos or doing listening. To support the learning process, the school provided the facilities. As a teacher, R can use the facilities when it available or not being used by other teachers. The school principal confirmed this in the interview:

*"The school provides printers and currently the units we have are Epson printers with scanners also there are some projectors. Teachers are free to use them for teaching purposes "*

Based on the observations, it was found that, as a teacher who was just starting his career, R still needed a lot of adjustments in teaching. In terms of teaching techniques, utilization of technology, and also mastery of learning materials, R was showing improvement. However, when dealing with the attitude of the students in certain classes, R admitted:

*"It is quite difficult to deal with the students in this class. However, I can only be patient because if I did something bad, then the consequences will be fatal. In this school, parents' intervention is dominant. As a novice teacher, we need to be careful in treating our students also in giving homework."*

R implied that being a teacher is not only about mastering the material or various teaching techniques but also about how the teacher can manage the class and handle every situation during learning.

### ***The Role of TPACK framework in shaping teacher Identity***

In the following, I displayed the results the interview with R using the TPACK interview protocol that has been prepared previously. The questions in this interview protocol have been tested on several parties in the pilot study to see how well they can be understood and to what extent the participants will be able to answer them.

TPACK elements	Professional identity	Personal Identity	Institutional identity
TK	<i>R is a fairly tech-savvy teacher. He is able to use a computer/laptop and utilise the internet as needed for classroom teaching,</i>	<i>As a novice teacher with a relatively young age, R is able to adapt to the development of modern times.</i>	<i>The school provides the facilities and technology that R needs for teaching. R is free to use them as long as they are for teaching purposes.</i>
CK	<i>Learning at university has equipped R with knowledge related to his teaching content so that he is more confident and structured in teaching.</i>	<i>R stated that after becoming a teacher he continues to strive to improve his knowledge of English in order to provide a better learning experience for students.</i>	<i>At school, R did not receive further guidance from senior teachers regarding classroom learning because the principal strongly believed in R's potential and the knowledge he had gained while studying at university.</i>
PK	<i>As a novice teacher, R certainly continues to strive to develop himself, especially in terms of teaching in the classroom. He tries to adhere to curriculum guidelines that focus on the needs of students so that in his teaching he adjusts to the needs of students in each class he teaches.</i>	<i>In teaching the most difficult classes, R tried to suppress his emotions as a young man. He tries to be a calm and thoughtful teacher who handles the situation.</i>	<i>R teaches with all the abilities she has without intervention from the school. The principal allows R to determine the learning model, strategies and teaching techniques that will be applied in the classroom. But of course R must follow the curriculum regulations and all the rules that apply as a result of the implementation of the curriculum. His status as an honorary teacher with a not-so-good salary does not discourage him from becoming a good teacher.</i>
PCK	<i>R acknowledges that technology is there to improve the quality of learning, but he does not rely entirely on technology. He admits that he does need technology but when he faces students with learning difficulties, he relies entirely on his ability as a teacher to help students overcome learning difficulties.</i>	<i>As a new teacher, R admitted that he had to be able to adjust to classroom and student situations and conditions that often took him by surprise.</i>	<i>Every day after all learning activities in the classroom are completed, the principal directly evaluates the teaching and learning process that day. R admits that it is quite challenging because he must always be responsible for all activities in the classroom to the principal.</i>

TCK	<i>As a technologically literate teacher, R utilises technology such as the internet as a source of information for classroom teaching, for example looking for relevant images for teaching in class.</i>	<i>Although R has gone through college and has graduated with a good ranking, he admits that sometimes he still does not understand the material that he has to teach in class. Therefore, with the existence of technology he found it helpful to better understand the content.</i>	<i>The school where R teaches prepares facilities to be utilised. As a teacher, R tries to utilise the facilities for classroom learning.</i>
TPK	<i>For teaching in class, R uses technology to find relevant information and learning resources..</i>	<i>As a novice teacher, R admitted that he still needs to improve his ability to facilitate students to learn with technology and this is a challenge for him as a novice teacher. R is aware of his limited knowledge and skills in using technology and is determined to change to provide a better learning experience for students.</i>	<i>The school provides the basic facilities needed by R for teaching without limiting the quantity of use, but the school has strict rules regarding learning documents and the behaviour of teachers while on school site.</i>
TRACK	<i>In general, the presence of increasingly modern technology is beneficial for R in managing his learning in the classroom. R continues to develop himself and expand his knowledge of English language teaching in the classroom by utilising the sophistication of internet technology as a learning resource.</i>	<i>Although R still feels lacking in terms of integrating technology for learning in the classroom, as a novice teacher he continues to try to develop herself and improve in terms of teaching techniques, use of media and also learning content knowledge.</i>	<i>R's status as an honorary teacher and a novice teacher did not affect his access to facilities or his treatment by the management.</i>

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## Discussion

In this part we will elaborate the data obtained to answer the three research questions. Regarding the first research question: how does a novice English teacher adopt the role of the TPACK framework for teaching English at Alor, R's interview answered this question into few

key points. First, R has developed a good understanding of using technology to create engaging teaching materials and presentations. His university experience, particularly the English Learning Media course, helped him build his Technological Content Knowledge (TCK) and recognize the importance of integrating technology to enhance the learning process. As Pieper et al., (2021) stated highly-informed feedback provided by lecturers in teacher education programme fosters reflection skills in student teachers. R's TCK allows him to create visually appealing lessons, which is appreciated by the school principal. However, R still needs to develop his skills in effectively integrating technology into his teaching practices. The limited access to technology resources during his university studies has hindered R's ability to fully explore and apply various technological tools in the classroom. As a result, R's Technological Pedagogical Knowledge (TPK) is still a work in progress, as he navigates the challenges of using technology to support his teaching methods and engage students.

Second, As a novice teacher, R's overall TPACK is still evolving. He tries to balance his strong content knowledge in English, his developing pedagogical skills, and his technological integration. The school principal's support and guidance in providing technological resources and encouraging the use of visual aids have helped R develop his TPACK to some extent. However, R's struggles with classroom management and the need for more practical teaching experience during his university training have hindered his ability to fully implement the TPACK framework in his teaching. While R employs traditional teaching methods, he is also willing to integrate visual aids and technology into his lessons. R's pedagogical content knowledge is still a work in progress, but his university education and teaching experience have helped him develop an understanding of how to effectively teach the content of English to primary school students.

Regarding the second research question: How does the TPACK framework shape the identity of a novice English teacher at Alor, R's interview showed that The TPACK framework shapes the identity of R, a novice English teacher at Alor, through his evolving abilities in the various domains. R's strong Technological Content Knowledge (TCK) allows him to create visually engaging lessons, becoming a core part of his teaching identity, while his gaps in Technological Pedagogical Knowledge (TPK) create a sense of uncertainty and a desire to improve his technological integration skills. As a novice teacher, R's Technological Pedagogical Content Knowledge (TPACK) is still a work in progress, as he navigates the balance between his strong content knowledge, developing pedagogical skills, and technological integration, shaped by the

school principal's support and his own challenges with classroom management and practical teaching experience. In line with this, research on the similar Indonesian context found that PCK on English teachers in Indonesia needs to be improved especially in pedagogical knowledge of teaching strategy and knowledge of learners (Kultsum, 2017). Despite these tensions, R's Pedagogical Content Knowledge (PCK) is reflected in his ability to create engaging lessons and integrate visual aids, contributing to his identity as an educator committed to enhancing the learning process for his primary school students.

For the third research question about how do a novice English teacher deal with identity transformation, the data exposed that a novice teachers like R experience a significant identity transformation as they transition from the university setting to the realities of the classroom. This "reality shock" presents a range of challenges, including classroom management, implementing effective teaching methodologies, and dealing with unmotivated students or learning disabilities (Akcan, 2016). The gaps in their teacher preparation programs, particularly the lack of practical teaching experience, further contribute to the difficulties faced by these novice educators as they strive to develop a new professional identity, moving away from their previous student identity (Voss & Kunter, 2020). As R navigates this transition, the development of his Technological Pedagogical Content Knowledge (TPACK) plays a crucial role in shaping his evolving identity. While R has strengths in certain aspects of TPACK, such as technological content knowledge, he struggles with technological pedagogical knowledge and the overall implementation of the TPACK framework. This uneven development of TPACK components presents additional challenges, but R remains committed to professional growth, seeking support and guidance from the school administration, particularly the principal. The mentorship, feedback, and provision of resources help R develop his teaching skills and confidence, reflecting his dedication to becoming an effective educator (Dvir & Schatz-Oppenheimer, 2020). Despite the obstacles, R's willingness to learn from his experiences and continuously improve his practices is a defining aspect of his evolving professional identity as a novice English teacher.

## **Conclusion**

The analysis of the data obtained from R's interview has provided valuable insights into how a novice English teacher at Alor navigates and adopts the TPACK (Technological Pedagogical Content Knowledge) framework in their teaching practice. The findings reveal that R

has developed a strong Technological Content Knowledge (TCK) through his university education, enabling him to create visually engaging teaching materials. However, his Technological Pedagogical Knowledge (TPK) is still a work in progress, as he struggles to effectively integrate technology into his teaching methods and engage students.

As a novice teacher, R's overall TPACK is evolving, with the school principal's support and guidance helping him develop his technological integration skills to some extent. The TPACK framework shapes R's identity as an educator, with his strong TCK becoming a core part of his teaching identity, while his gaps in TPK create a sense of uncertainty and a desire to improve his technological integration abilities. Despite the challenges, R's willingness to learn from his experiences and continuously improve his practices is a defining aspect of his evolving professional identity as a novice English teacher. The findings highlight the crucial role of the TPACK framework in shaping the identity and teaching practices of novice English teachers as they navigate the complexities of the classroom and strive to become effective educators.

The findings of this study on how a novice English teacher at Alor navigates and adopts the TPACK (Technological Pedagogical Content Knowledge) framework have several important implications. This highlights the need for novice teachers to develop robust Technological Pedagogical Knowledge (TPK) to complement their content knowledge. The findings also suggest that the support and guidance provided by the school principal has helped R develop his technological integration skills to some extent, underscoring the crucial role of school leadership and mentorship in supporting novice teachers as they navigate the complexities of incorporating technology into their teaching practices. Additionally, the study demonstrates how the TPACK framework shapes the professional identity of a novice teacher, with R's strong TCK becoming a core part of his teaching identity, while his gaps in TPK create a sense of uncertainty. This highlights the dynamic nature of a teacher's TPACK and its influence on their evolving professional identity. The study also emphasizes R's willingness to learn from his experiences and continuously improve his practices, which is a defining aspect of his evolving professional identity, suggesting the need for ongoing professional development opportunities for novice teachers to enhance their TPACK and become more effective educators.



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