Constructing and Negotiating Agency and Identity of English Language Learners: Teacher-Learner Driven ESP Materials Development in the Indonesian Secondary School Context

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Abstract

The present qualitative study examines the construction and negotiation of English learners' agency and identity situated in the development of vocational English (VE) materials in which both teachers and students were involved in design processes: planning, enacting, and evaluating. It looks specifically at (1) to what extent teacher-learner driven ESP materials development helps students construct and negotiate their agency and identity and (2) in what ways the students respond to negotiated and participa-tory learning as the outcome of the school-level ESP materials development project. Findings shed some lights on students' agency exercise and identity enactment as the students participated in the development processes. From agency and identity perspectives, ESP materials development is a socially complex, multi-layered, and fluid process, representing students' interests and roles. The contribution of the present study is to provide empirical evidence regarding how student capacity and social roles contribute to teacher-student driven ESP materials development. Further ethnographic action research is needed to investigate how both teachers' and students' agencies and identities are constructed and negotiated in language curriculum development in general and in language materials development in particular.

1 Introduction

The present study aims to document the construction and negotiation of English learners' agency and identity situated in teacher-student driven ESP materials development at the school-classroom level in the Indonesian vocational secondary school context. Before the research project commenced, students were taught English for general purposes (EGP), but in content-specific instruction, they were exposed to textbooks in English, which included technical or vocational terms and discourses (Widodo, 2015a, 2015b, 2016a, 2017b). Both vocational teachers and students lamented that English teachers did not provide students with training in vocational English (VE). This concern has been reported in other EFL contexts (Hua & Beverton, 2013). The students struggled to understand vocational textbooks written in English. The vocational teachers had to translate every single English text into Bahasa Indonesia. When asked to read accounting-related texts, the students received little scaffolding only from the accounting teachers who were competent in English. Both teachers and students reported that they received insufficient training in VE (Widodo, 2015a, 2015b, 2016a, 2017b). Their beliefs about VE were that they had to spend much time learning new terms

and did not know how to include VE in EGP. The English teachers did not realize the value of collaboration with vocational teachers who taught accounting textbooks in English and exposed the students to a variety of vocational texts in English. The English teachers believed that teacher-fronted English instruction coupled with textbook-controlled lessons would help students prepare for standardized tests. The teachers also thought that vocational teachers were responsible for VE. On the other hand, the vocational teachers felt that it was the English teacher's responsibility to provide students with accounting English (Widodo, 2015a, 2015b, 2017b). This empirical evidence shows conflicting interests between the English teachers, the vocational teachers, and the students.

As school administrators reported, they gave the English teachers full autonomy to develop their own English lessons and classroom materials as long as the goal was to help the students develop their English ability so that they could function in general communicative and vocationally-situated encounters (Widodo, 2017b). This evidence demonstrates that the goal of English instruction resides not only in standardized test preparation but also in the development of students' English ability (Widodo, 2017b). Therefore, the current research project was timely because it could cater to multiple voices and interests of students, teachers, and school administrators. There is an urgent need for dialogic and participatory language curriculum materials development called teacher-student driven language curriculum materials development in which teachers and students jointly create curriculum materials (Shawer, 2017; Widodo, 2016a, 2017a). This concept will be chronicled in the literature review section (under Section 3: "Teacher-Student Driven ESP Materials Development").

The purpose of this study is to examine (1) to what extent teacher-learner driven ESP materials development assists students in constructing and negotiating their agency and identity and (2) how the students respond to negotiated and participatory learning throughout the project. These research questions shed some insights on an evidence-based proposal for ESP curriculum innovation where students' voices are heard, and where both teachers and students play a pivotal role as agents of change at school-classroom levels. As a whole, investigating the design and implementation of language curriculum materials from agency and identity perspectives invigorates the field of TESOL where students' capacity and roles are well-recognized (Brooker & MacDonald, 1999; Shawer, 2017; Widodo, 2017a). In other words, the current research study accentuates students' capacity to make pedagogical decisions and to act on these decisions and their social roles in the educational domain.

2   Agency, voice, and identity

In a teacher-learner driven language curriculum materials development process, the terms, *agency*, *voice*, and *identity*, play crucial roles in how such a process is planned and enacted. Enmeshed in Sfard's (1998) process-oriented participation metaphor, the curriculum materials development process should be looked at from teachers' and students' perspectives in which learner agency, voice, and identity are taken into account. These triple factors, *agency*, *voice*, and *identity*, are the core of language materials development because learners are recognized as socially, intellectually, culturally, and personally capable agents (Widodo 2016b, 2017a). With this in mind, learners are positioned as co-collaborators with teachers in the process of language curriculum materials development (For more details, see Section 3: "Teacher-Student Driven ESP Materials Development"). Therefore, it is important to delineate how the concepts of agency, voice, and identity are relevant to language curriculum materials development through a pedagogical lens.

To begin with, for this study, following Mercer's (2011) definition, agency is the latent potential for self-initiated engagement. It is one's capacity to make a personal choice and to act on this choice in a way that makes a difference in one's life. This definition of agency implies self-driven decision making and autonomy (capacity for detachment, critical reflection, decision making, and independent action), which position learners as "active key agents in language learning processes" (Benson, 2001, p. 17) and teachers as agents of change. In this respect, neither teachers nor learners are seen

as passive and obedient subjects of the prescribed or mandated curriculum and textbooks (Bown, 2009), but they are viewed as engaged social agents or actors (Widodo, 2016b).

Secondly, in the educational domain, student voice has been a critical part of embodied action, participation, and change. Student voice is aligned with student rights. Faux, McFarlane, Roche and Facer (2006) define student voice as a process leading to empowerment through active engagement with those in positions of power in order to express views, intent, beliefs, motivation, and motives regarding their language learning experiences as teacher co-collaborators. In practice, students should be afforded the opportunity to engage in making decisions on what, why, and how to learn in contexts of both a prescribed pedagogical curriculum and a negotiated classroom curriculum because the students are social agents who better understand their own learning needs (Widodo, 2016b, 2017a). Student voicing can build senses of ownership and self-determination (Widodo, 2015a). In this respect, students feel a need for learning and put great efforts into their learning. The idea of student voice is commensurate with Freire's (1970/2003) pedagogy of hope, recognizing "liberatory modes of education which promote emancipation and democratic participation" (Taylor & Robinson, 2009, p. 165). Framed in this idea, students as teacher co-collaborators are entrusted to set learning goals and agendas jointly with teachers.

Thirdly, the concept of identity is transdisciplinary derived from various theories of psychology, social psychology, anthropology, sociology, and cultural studies (Leary & Tangney, 2003). Eccles (2009, p. 78) conceptualizes identity that addresses the following questions:

> "Who am I?
> What am I about?
> What is my place in my social group?
> What is important to me?
> What do I value?
> What do I want to do with my life?"

Norton (2000) further defines identity as ''how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future'' (p. 5). Danielewicz (2001, p. 10) conceptualizes identity as "our understanding of who we are and who we think other people are." Given the well-established operationalization of identity, I find Gee's (2000) classification of identities useful inasmuch as the classification delineates identities from different perspectives. Four types of identities defined by Gee here interweave each other. First, Nature-identity (N-identity) is built by nature or is biologically inherent without any accomplishments (e.g. twins, males, females). No individual person or society can control this identity. Second, Institution-identity (I-identity) is constructed as one plays a social role within the institutional system (e.g. a teacher, students). This identity is accomplished by efforts and affected by a set of authorities. Institutional authorities determine the rights and responsibilities of teachers and students, for instance. The nature of I-identity can be either a calling or an imposition. Third, Discourse-identity (D-identity) pertains to an individual trait (e.g. being active or helpful). It is created by neither nature nor an institution. It is built through discourse or dialogue in social encounters. The nature of D-identity is relational; individuals recognize someone as active or helpful (in her or his treatment of, talk, and interaction with others). Last, Affinity-identity (A-identity) is accomplished through how one associates or affiliates oneself with a particular social group or community (e.g. communities of literature readers). It is encapsulated within a set of discursive social practices. Allegiance, access, and participation are key features of A-identities. Gee's four perspectives on identities provide fine-grained elaboration on what identity means by nature, institutionally, discursively, and socially. These four types of identity can be summarized in the following table.

Table 1. Gee's (2000, p. 100) classification of identities

Type	Process	Power	Source of power
Nature-identity (N-identity): a state	developed from	forces	in nature
Institution-identity (I-identity): a position	authorized by	authorities	within institutions
Discourse-identity (D-identity): an individual trait	recognized in	the discourse/dialogue	of/with "rational" individuals
Affinity-identity (A-identity): experiences or a set of practices	shared in	the practice	of "affinity groups" or a community of social practice

According to Gee's definitions of identities, identity is a set of self-conception, which is biologically given and naturally developed, institutionally forced, discursively recognized, and socially shared. These identities are conceptualized in combination as ways of being, doing, acting, behaving, interacting, verbalizing or languaging, thinking, feeling, believing, valuing, relating to others, and using tools/artifacts in certain ways.

Taken together, agency, voice, and identity of language students are drivers of meaningful, participatory, and empowering language curriculum materials development in which the students are entrusted to take full responsibility, autonomy, and ownership of their own learning (Widodo, 2016a, 2016b, 2017a). The engaged students, whose actions are self-initiated or self-directed rather than prescribed by the teacher or the textbook, can exercise their agency, actualize their voice, and enact their identity.

3   Teacher-student driven ESP materials development: Agency and identity perspectives

From a curriculum design perspective, teacher-student driven materials development in the educational landscape is anchored in the notion of 'co-intentional pedagogy or emancipatory pedagogy' (Freire, 1970/2003). In this regard, both teachers and students deserve the rights to voice their educative agendas where they engage in planning, negotiation, action, reflection, discussion, and dialogue on matters or issues, which primarily concern both students and teachers (Adam, Zinn, Kemp, & Pieterse, 2014). Both teachers and students are seen as active beings and play different roles (social identities), such as classroom policy makers, decision makers, language materials designers, and classroom assessment designers at school-classroom levels. For example, students can participate in the selection of materials topics and types and in jointly making a decision on materials content and assessment criteria. This can create the praxis of humanizing pedagogies (Adam, Zinn, Kemp, & Pieterse, 2014). In this arena, both teachers and students envision pedagogical agendas, such as the design of learning materials.

In the area of language for specific purposes materials development, English for specific purposes (ESP) materials development in particular is badly needed. ESP courses generally require locally-tailored materials in order to cater to needs of different groups of students with diverse pathways (e.g. accounting, tourism, agriculture, tourism, IT management) (Widodo, 2015a, 2017a, 2017b). At the school-classroom level, both teachers and students have a pivotal role in ESP materials making, for example. For this reason, teachers and students need to collaborate in this endeavor because of a wide range of vocational areas that students have. In this article, ESP materials are defined as any pedagogical texts and tasks that facilitate the implementation of a pedagogical curriculum. These texts include course syllabi, lesson plans, teacher-student course books/guidelines, and instructional media. Enmeshed in participatory ESP materials design principles (Widodo, 2015a, 2015b), both teachers and students are entrusted to exercise their agency and enact their identities. Placing teacher-student agency and identity in the site of ESP materials development enables both teachers and students as agents of change to discuss and negotiate learning materials, which help students maximize their own learning.

In teacher-student driven ESP materials development, the role of collaboration is important because teachers should recognize learners as capable actors who are able to make decisions or choices and act on these decisions/choices. Recognizing learners' agentic participation allows for enhancing their motivation to learn (Reeve & Tseng, 2011). Teacher-student collaboration also enables both teachers and students to envision their learning goals and outcomes as the basis for locally-grounded ESP materials development. ESP teachers as experts can guide students in creating their learning texts. Student-produced materials can be a powerful tool for promoting learner autonomy and learning ownership. Language materials creation as a joint venture helps learners discuss and negotiate learning texts. Of course, this is one of the key components of collaborative ESP materials development where students' active engagement is demanded.

At the pedagogical curriculum stage, from a student agency perspective, students can play such roles as planners, co-navigators, assessors, and decision makers in the pre-lesson phase; negotiators, authorities, meaning makers, scaffolders, and resources in the while-lesson phase; and reflective agents and evaluators at the post-lesson stage. The details of each role are presented in the following table.

Table 2. Student agency and identities at the pedagogical curriculum stage

Lesson sessions	Roles	Details
Pre-lesson	Planners	Students have the ability to design or create their own learning materials.
	Co-navigators	Students are able to navigate and choose their own learning texts.
	Assessors	Students have the capability of assessing learning texts that suit their learning needs.
	Decision makers	Students can make a decision on learning texts they would like to create and share as well as learn.
While-lesson	Negotiators	Students are able to negotiate learning texts with teachers and with their peers.
	Authorities	Students have the authority to choose and work on learning texts they see useful.
	Meaning makers	Students have the capacity to make sense of learning texts.
	Scaffolders	Students have the ability to help their peers with their learning or give their lower peers learning support.
	Resources	Students can provide their peers with learning resources that they need.
Post-lesson	Reflective agents	Students are able to reflect on, in, and for their learning to see their weaknesses and strengths and to see any opportunities to progress. Equally important, students are able to learn to learn (reflection-for-action).
	Evaluators	Students can evaluate their learning program and agenda to see what works and what does not work.

It is important for teachers to scaffold the agentive roles that students can play during the design and implementation of teacher-student driven ESP materials development. Teachers can model or demonstrate the agentive roles above as they collaborate with students throughout the project (Moiseenko, 2015). Placing trust in students is one of the most important factors in this teacher-student driven ESP materials development venture (For more information on this, see Widodo, 2015b).

4   Gaps in the current literature

The present study endeavors to contribute to a growing body of research on the importance of learner agency and construction of learner identity in relation to language learning (Adawu & Martin-Beltrán, 2012). Despite this growing body of literature, more research is needed to shed light on

how language students make sense of agency and identity construction in language materials development processes. Previous studies (Gu, 2010; Park, 2012; Rezaei, Khatib, & Baleghizadeh, 2014) on the construction of English learner agency and identity primarily employed questionnaire surveys, narratives, and interviews to uncover how the construction of both agency and identity was perceived and enacted, but there is a lack of ethnographic action research examining how the construction and negotiation of agency and identity are enacted in the actual language classroom and situated in the school-classroom based language curriculum development (Gu, 2010).

Using an ethnographic action research design, the present research study, which takes on a critical-emancipatory paradigm (Banegas, 2011), examines how English students construct and negotiate their agency and identity in the design and implementation of ESP curriculum materials. Even though research on agency and identity in the areas of language teacher education and language education has been well-documented (Trent, 2010), it has only examined the marginalization and position of non-native speaker teachers, status of language teaching as a profession, teacher-student relationships, reader and writer identities, teacher identities, and second language learner identities (Huang, 2013; Lee & Chern, 2011; Trent, 2010; Varghese, Morgan, Johnston, & Johnson, 2005). Little empirical research has looked at how agency and identity of language learners are constructed and negotiated in the totality of language materials development processes.

Given the importance of school-classroom level language curriculum materials making, the current research project, part of a larger ethnographic action research study, attempts to reconstruct prescribed curriculum-oriented and teacher-centered pedagogical practices, transform the way students see their own learning as long-term investment, and invigorate pedagogical practices and environments that make student learning more meaningful and engaging. From an identity perspective, students need to be fully aware of who they are by playing central roles in language materials development processes, which embrace three main phases: planning, enacting, and evaluating. How this teacher-learner driven language materials development constructs agency and identity of language learners is worthy of close investigation (Trent, 2010).

5   Research methodology

5.1   Research site and design

The goal of the present study was to examine (1) to what extent teacher-learner driven ESP materials development helps students construct and negotiate their agency and identity and (2) to which extent the students respond to negotiated and participatory learning throughout the project. The current project was socially situated in one of the vocational secondary schools located in East Java. In Indonesia, in the secondary education sector under the management of Ministry of National Education (MONEC), there are two types of schools: vocational secondary schools and general secondary schools. Vocational secondary schools offer vocational pathways or programs, such as arts, business and management, engineering, ICT, and tourism. The goal of these schools is to equip students with vocational competence so that they can be well-prepared for jobs that require vocational skills, such as accounting and tourist guiding in particular industry sectors, such as travel and tourism. In terms of English curricula, vocational secondary or technical schools were supposed to offer two types of English classes: English for general purposes (EGP) and English for vocational purposes (EVP) or vocational English (VE) (Widodo, 2015a, 2015b).

This study was epistemologically anchored in interpretive and emancipatory traditions. In the interpretative tradition, any data stemming from participants are subject to multi-layered interpretations (Widodo, 2015a, 2015b). In the emancipatory paradigm, participants are seen as co-collaborators of the researcher in which they are involved in both research and pedagogical intervention processes (Widodo, 2016a). This paradigm fits well with the current ESP materials development project in which agency, voice, and identity of both teachers and students were equally recognized. The present study brings together ethnography and action research in order to investigate naturalistic

phenomena taking place in the educational landscape. Before the research project commenced, the researcher negotiated access to the field with a school principal, vice school principals, and teachers at the outset. This access negotiation took three weeks. Then, the school administrators helped the researcher to get in touch with students who would participate in the project. In the first four months, the researcher played a role as an outsider. Following this period, the researcher took a role as an insider in which he co-designed and co-taught ESP courses in the school. Ethnographic self-immersion in a school community (Hammersley & Atkinson, 2007) allowed for sense making of naturally occurring phenomena, which evolved throughout the language materials development project. In this research project, the ethnographic fieldwork helped the researcher closely observe diverse social discourses of the research participants, including the use of language, the nature of a school community, identity as practice through actual social practice, and identity as discourse through the use of language. Through a prolonged on-site engagement, the researcher became an insider who had to abide by school norms. As an ethnographer, the researcher engaged in social gatherings, rituals, and practices in the school setting. This role helped the researcher better understand the social psychology of school community members in the field. Thus, the ethnographic endeavor allowed the researcher to work and interact closely with school community members.

The present study also deployed a participatory action research (PAR) design (Hunter, Emerald, & Martin, 2013) because the research participants and the researcher engaged in a series of plans, continued action, critical observation, and critical reflection in relation to language materials development. This investigative enterprise was an integral part of the educational curriculum processes. The thrust of PAR focuses on change in social practice informed by theory (theory-practice continuum), involving individual subjectivity, agency, and identity, which are socially mediated (Widodo, 2015a, 2015b). Thus, PAR reflects both intra-psychological and inter-psychological undertakings, which involve language and discourse, activities as social practice, and participatory power and solidarity (Widodo, 2015a, 2015b).

The present PAR involved social actors such as school administrators, teachers, and students who shared the same vision: Creating locally-grounded ESP curriculum materials. Guided by my role identities as researcher and facilitator of knowledge creation (Banegas, 2011), I had the social and moral callings for contributing to the community investigated. Through a series of actions as social practices, my engagement in the field could enhance pedagogical practice quality. Throughout the project, a participatory position was manifested through collaboration between school actors and me as a researcher in which the participation of the school actors was initiated by mutual understanding and trust without any external political pressures imposed by educational authorities. Hence, both ethnography and action research were mutually complimentary. This blended research design, called ethnographic participatory action research (EPAR), guided me to gather empirical evidence concerning the construction and negotiation of English language students' agency and identity throughout the project.

5.2 Participants

Before the teacher-learner driven ESP materials development project commenced, both the teachers and the students were informed of the project as an investigative enterprise and as pedagogical innovation. They were asked to read, complete, and sign an informed consent form. Three English teachers and fifty-seven (57) accounting students volunteered to participate in the research project. The students were grouped into two classes. All the participants are pseudonyms (e.g. S-1, S-2, …, S-11). Before the project began, the English teachers received formal and informal training in English education and English language curricula organized by the Indonesian Government and local and regional teacher professional development groups. They had taught English for 5–10 years. They held a Master's degree in English Education. Regarding the student participants, they had received formal English instruction for eleven years. Based on the Test of English for Interna-

tional Communication (TOEIC) paper-based placement test and ability self-rating, the student participants were categorized into: low-proficiency and high-proficiency. Though this categorization is problematic, the students perceived themselves in that way. Perceived proficiency as a social construct recognizes a student's self-report of what they are good at and lacking in (Martin-Beltrán, 2010). This perceived proficiency brings together ability and engagement in language-mediated social practices. All of the students were literate in two languages: Bahasa Indonesia (national lingua franca) and one of the local languages (e.g. Javanese, Madurese, Balinese). Some of the students were literate in Javanese, Madurese, and Bahasa Indonesia. They were from families with different socio-economic backgrounds (e.g. government employees, merchants, farmers, teachers, entrepreneurs, and casual workers). In addition to the English teachers and the students, two school administrators and three vocational teachers were involved in the project. The school administrators facilitated policy and curriculum materials remaking, and the vocational teachers assisted the English teachers and the researcher with vocational resources.

5.3   Curriculum materials: Texts and tasks

Curriculum materials refer to lesson units co-created by the teachers and the researcher as a co-collaborator. The design and use of all the materials were informed by Vygotsky's (1978) sociocultural theory (SCT) and Halliday's (1978) social semiotic theory (SST). Both recognize materials as cultural artifacts of social mediation in meaningful language learning (Widodo 2015b). Learning materials should include authentic texts and activities or tasks, which are meaningfully connected to social and cultural worlds of the students (Widodo, 2017b). Both theories emphasize materials as a pedagogical tool mediating meaning-making processes. In this project, the students were afforded the opportunity to provide input through a needs analysis. Student needs analysis was undertaken through the project. This analysis was viewed as a social process, which accommodated student voices in all learning phases. Both the teachers and the students negotiated learning goals and outcomes, lesson units, lesson activities or tasks, and evaluation tools. For this research, the focus was on how learning goals and outcomes, lesson units, and lesson tasks were negotiated.

In addition to discussing and negotiating learning goals, expectations, and outcomes, the teachers consulted features of lesson units such as themes/topics and tasks/activities, which related to their vocational area. In this respect, the English teachers also involved accounting teachers and students in decision making processes. The students who completed the six-month internship program gave input for vocational topics/themes they considered relevant to workplace needs. Thus, the English teachers, the accounting teachers, and the students sat together to discuss themes and tasks to be included in English lesson units. They came up with such themes as *accounting firm profiles*, *a balance sheet*, *an income statement*, *a statement of cash flows*, *financial journaling*, *accounting cycles*, and *job applications*. Moreover, in terms of the pedagogical curriculum stage, they also reached an agreement upon these activities: text navigation and selection, text exploration, text unpacking, and text construction. Additionally, the students agreed on these learning logs and literature circles or reading clubs (Widodo, 2017a). The learning logs or diaries aimed to keep the students well-organized with their own learning and help them keep track of their autonomous learning. The logs engaged the students in reflective action learning. The literature circles encouraged the students to participate in role-based learning engagement.

After the students engaged in decision making processes, they did a series of pedagogical activities, such as navigating and selecting texts, presenting texts, and creating and sharing texts. In this section, specific processes and outcomes of lesson unit enactment were reported as to which one of the English teachers engaged in negotiating such lesson units in action. To begin with, they were told to find and work on real-life texts, which took the form of spoken, written, and visual artifacts. These texts represent social experiences, which involve a variety of discourses. Before the students worked on text navigation and selection, the teacher provided students with a sample real-life text, which was relevant to accounting. Both the teacher and the students unpacked the rhetoric/discourse,

genre, and linguistic features of the text. The teacher explained why the text warranted closer reading in order to assist the students to recognize the importance of it. This text deconstruction was a starting point for doing further in-class and out-of-class tasks. In the while-lesson session, the students participated actively in meaning making activities. These activities included language-focused, genre-oriented, and knowledge-building focused tasks. In the language-focused task, the students identified a variety of lexico-grammatical resources in the texts and unpacked such resources. They also analyzed how particular lexico-grammatical resources convey more appropriate meanings in the accounting domain.

In the post-lesson phase, both the teacher and the students negotiated the type of learning portfolios they created. These portfolios included the texts that students chose and worked on, completed worksheets, students' individual and group oral presentation assignments, student self-assessment, and students' reflective notes on the literature circle activities in which the students participated. Then, the teacher explained assessment rubrics of the student learning portfolio so that the students could know their teacher's expectations and could articulate their post-lesson learning needs. This portfolio-based assessment was administered every semester (30–33 class periods). This assessment was a catalyst for enhancing ESP curriculum materials in the following semester.

5.4   Data sources and analysis

Over a period of 13 months (April 2012-May 2013), empirical data were garnered through participant observations, focus group discussions, documentation, and interviewing. The participant observation, interview, and focus group discussion data were digitally recorded. Digital recording was used in this PAR in order to generate more contextual data (DuFon, 2002). As a researcher, I was fully aware that the presence of digital recorders or the act of recording itself in the classroom and group discussion and interview sessions might influence the actors' normal behavior, the naturalness of data collection, and the natural flow of classroom-situated pedagogical practices (Widodo, 2016a). However, through prolonged engagement and self-immersion as an insider as well as trust building, I could minimize such effects called the Observer's Paradox (Gordon, 2013).

Qualitative data are subject to interpretative analysis. The analysis process is laden with my beliefs, theories, values, and attitudes. Because there is no absolute interpretation of data as dynamic texts, interpretations are always open, dynamic, and fluid (Wodak, 1999). Despite this, analytical tools are needed to minimize the arbitrariness of interpretation. For this reason, Gee's (2000) critical identity analysis and Halliday's (1978) functional social semiotic analysis were deployed to unpack agency and identity as practice (what the students actually did) and as discourse (what language the students used). The analysis of both agency and identity as social practice and as discourse could also capture students' distinctive ways of being, doing, acting, behaving, interacting, verbalizing, thinking, feeling, believing, valuing, relating to others, and using pedagogical materials. For selective data analysis, all the data were selected and coded using Braun and Clarke's (2006) thematic analysis. A reduction process of data analysis was also required to organize and review relevant data representing what was actually being examined (Widodo, 2017a).

6   Findings and discussion

I drew two emergent findings from my analysis: (1) the values of voice, agency, engagement, and collaboration and (2) the negotiation of curriculum materials from process and outcome perspectives. These themes shed some lights on agency and identities of language students who engaged in pedagogical innovation in the teacher-learner driven ESP materials development project. Each of the findings suggests how the students constructed and negotiated their distinctive capacity to make pedagogical decisions and act on these decisions as they played different social roles, which evolved over the project. The different roles the students played during the project represented their vision,

motivation, ownership of language learning, and autonomy. Two emergent findings are presented in detail below.

6.1   The values of voice, agency, engagement, and collaboration

Voice and agency lead to engagement and collaboration because students are fully aware of their potential and capability to engage in and collaborate with others in social practices. Both the teachers and the students discussed and negotiated learning goals, expectations, and outcomes, and lesson units. In the planning phase, through focus groups, the teachers asked the students about their goals, expectations, and outcomes of language learning. Students' goals, expectations and values are drivers of sustained active engagement and collaboration. Two female students expressed distinctive voices concerning their goals and expectations of learning English.

Table 3. Students' voices of English language learning

Students	Extracts
S-5	What I have been dreaming of is that I expected my English teachers to teach **English** that is **relevant to my area of study**. The reason for this is that my **accounting teachers** ask me to **read and present accounting texts in English**. I know accounting, but when **presented in English**, I look **like an idiot** just because of **a language barrier**. I know that I have been learning English since elementary school, but I **feel** that I **need to improve my English ability** because English is **much needed** in accounting if I want to learn more **advanced accounting knowledge**.
S-8	My goals of learning English are **very simple**, that is, **being literate** in the language. What I mean here is that I **can read** accounting texts in English. I **talk about** any accounting issues in English. Of course, I **can write** simple texts related to **accounting issues**. Why English? You know that English is **a global language**. This language will give me **wider access to better education and work career** in the future. After completing my secondary education here, I want to **continue** my studies into university and **major in accounting**. I want to become **a professional accountant nationally** and **globally**. Therefore, I need to enhance my **English skills**. For me, **a professional accountant** knows not only **accounting**, but also is **able** to **communicate** in English. I want **myself** to become **a member** of a community of **professional accountants**. I know this is a **tough task**, but this **dream** is **attainable**.

The extracts above demonstrate a wide range of agency and identity discourses as enacted by two students. For example, S-5's goals and expectations were anchored in her major (D-identity), assignment demands (I-identity), and vocational knowledge development (D-Identity). The words, *reading* and *presenting*, indicate that vocationally-oriented lesson activities required her to understand and communicate texts. S-5 was fully aware of what her accounting teachers expected her to do (I-identity). Interestingly, the participant reported that she did not want English to become a stumbling block: she viewed herself as being incapable because she was not competent in English. S-5's another I-identity is represented in the following excepts: "I have been learning English since elementary school, but I **feel** that I **need to improve my English ability** because English is **much needed** in accounting if I want to learn more **advanced accounting knowledge**." These findings show the participant's external or instrumental motivation to learn English (e.g. "I **need to improve my English ability** because English is **much needed** in accounting"). This ought-to L2 self refers to the traits that the student participant believes she ought to improve English because of professional requirements (Thompson & Erdil-Moody, 2016).

S-5 added that "I realize that being competent in English means that I would be at an advantage if I am competent in English in the accounting profession. I read job advertisements everywhere: English is preferred or having English competence would be an additional advantage." This shows how the participant articulated an institutional (the ought-to L2 self) discourse, which required her to be competent in English. Job advertisements informed S-5 of this knowledge discourse. Another

interesting finding is that the participant realized that learning English took time and effort. She defined herself as being competent in English. The participant also expressed her intent or willingness to improve her English because she wished to deepen her accounting knowledge. Willingness, one of the motivational factors, could sustain this learner in learning English because of institutional forces or instrumental motives, such as workplace or job requirements. This also reinforces the role of instrumental motivation in additional language learning, particularly in multilingual contexts where the use of additional languages is generally instrumental (e.g. meeting job requirements, taking a test; Thompson & Erdil-Moody, 2016).

S-8 articulated different voices. She defined her goal of learning English as being literate in the language. The participant emphasized D-identity as being a capable person in different communicative encounters such as reading, talking, and writing. Her goals were not shaped by institutional or teacher expectations. This ideal L2 self-motivation (Dörnyei, 2009) could be a catalyst for constructing the participant identity of an autonomous and self-determined learner as the participant engaged continuously in learning processes (Hu & Zhang, 2017). S-8 saw English as a gatekeeper for better education and work career. Her goal of furthering her studies into university seems to be consistent with her major in senior high school because she realized that becoming a professional accountant needs a higher education background. The word, *globally*, denotes that English plays a role as a global language. She affiliated herself with a global community (A-identity). The participant felt socially attached to a community of professional accountants literate in the language. To gain access to this community, the participant was fully aware of improving her content knowledge and English at the same time. The statements, "I know this is a **tough task**, but this **dream** is **attainable**," show participant's self-determination. This self-determination (D-identity) is important to exercise individual agency and is also a pathway to learner's autonomous learning (Hu & Zhang, 2017). Additionally, Despite S-8's challenge of being competent in English ("I know this is a **tough task**, but this **dream** is **attainable"**), the participant was still optimistic. This sustained motivation plays a crucial role in successful language learning in which learners see themselves as successful language learners (Xiao, 2014). This also contributes to the learner's exercise of agency, which in turn may build greater autonomy, such as taking greater control of own learning in the long term (Xiao, 2014).

Commonly, the two participants voiced English ability as a personal need and as an institutional need, but they had different learning agendas, showing different voices, agencies, and identities. All the participants reported that they felt empowered and engaged because they were given the opportunity to articulate their learning goals, expectations, and outcomes. S-3 pointed out that "my English teachers never asked me why to learn English, what aspects of English skills to learn, and how to learn English on my own way." This empirical evidence shows a need for having students' voice heard because voice can be the point of departure for engagement and collaboration between teachers and students. Additionally, students' voice as manifestation of participative decision-making at the school-classroom level has the potential to enable students to express what they consider to be important and useful in their learning in general and in their language learning in particular (Smyth, 2006; Widodo, 2015b).

Participants felt that they were co-planners, co-decision makers, and co-collaborators with the teachers. They valued active engagement and trusting collaboration. They also reported that they were entrusted to express their voices of what to learn and how to organize their learning. For instance, S-1 recounted that "I have never thought that I would participate in discussing topics and activities included in English lesson materials. I think this is a new experience that recognizes my participation. I also feel that my teachers value engagement and collaboration." This finding indicates that both engagement and collaboration allude to the discourses of the capacity to act, and student voice is heard in the pedagogical process. It also denotes the role of empowering and engaging students in pedagogical ventures, such as pedagogical materials innovation (Taylor & Robinson, 2009, Widodo, 2017a).

6.2   *The negotiation of curriculum materials: Processes and outcomes*

At the pedagogical curriculum stage, students engaged in a joint text deconstruction task. This joint deconstruction helped the students enhance their linguistic and rhetorical awareness. All the students found this activity helpful. They felt that this modeling gave them a clear picture of what to do with texts. S-1 (a female student participant) voiced that "previously, my teacher did not **show** me how to **work** on a text. The teacher **just** asked me to **read** the text and **answer** questions following the text." This participant recounted her experience, which did not help her work on the assigned task. The read-and-answer activity reflects a comprehension-oriented exercise. The word, *just*, implies that the participant wished to go beyond this exercise. Another participant, S-4 (a female student participant), argued that "working on a text together with my classmates and my teacher creates an **anxiety-reduced** learning atmosphere. I should not have **worried** that I could not work on the text." This empirical evidence demonstrates that teacher modeling as scaffolding builds a positive attitude towards language learning and in turn empowers students to build their self-confidence and harness their full potential (Widodo, 2015a, 2015b). Moreover, all the students found this text deconstruction activity meaningful in a way that enhanced their awareness of how the rhetoric/discourse, genre, and linguistic features operate within a specific accounting text. After this deconstruction activity, the students were divided into groups of 4–5 students. This collaborative work encouraged the students to engage in joint knowledge deconstruction and construction as a social process. Joint knowledge deconstruction where teachers scaffold students in understanding text also creates a positive and encouraging learning atmosphere (Widodo, 2015a, 2015b).

It is important to bear in mind that the task of navigating texts is a social and complex process because the students did not simply find a target text, but they browsed, searched, navigated, hyperlinked, decoded, responded, interpreted, and analyzed the text (Walsh, 2010). A female student participant remarked that

> **At present**, we live with **a myriad of texts**. We can find texts **everywhere**. In **this digital era**, we can **browse** such texts anytime as long as we get connected with the Internet. **The Internet** provides us with **unlimited access** to a variety of digital texts. We can use these texts for **language learning**. We should not await our teachers to give us texts, but we should **independently find** the texts based on **our own choice** (S-6, August 2012).

This evidence shows that the participant accentuated how the Internet as a technological tool gives access to a variety of texts for language learning. The words, *at present and browse*, indicate the roles of the Internet in the accessibility of texts. In addition, the verb, *browse*, implies another activity; that is, viewing. In today's digital era, digital technology mediates language learning beyond a face-to-face setting; this can optimize students' language learning and create their own learning (Lai, Yeung, & Hu, 2015). As shown in the last two sentences in the interview excerpt, S-6 identified herself as an autonomous learner. She argues that autonomous learning caters to a learning need as a choice. After the students navigated texts, they proceeded to select the texts. In this task, they worked collaboratively in the chosen text. The following recounts show how two students voiced their agency and identity.

> **S-7 (Female Student Participant)**
> For me, accounting-related topics help me know more about **accounting words** in English. The topics **enrich my knowledge of accounting** because it entails **accounting concepts**. For example, a topic of *a balance statement* contains new terms that I did not know before. This topic also encourages me to **know more about a macro concept** of *financial statements* and ways to prepare such statements as a social practice in the field of accounting. Altogether, I have come to know **both language and knowledge** concerning accounting through **texts** (S-7, October 2012).

> **S-9 (Male Student Participant)**
> I am happy that we are given **full autonomy** to choose the topics relevant to accounting. We discussed **these topics**, which also **involved** my accounting teachers. I feel that I am **a decision maker** who decides what to learn. Through this decision making, I feel that my teachers want to **accommodate my**

voices. I also feel that **co-finding** accounting texts in English **empowers** me to become **autonomous learners**. Becoming **an independent learner** does not mean that I work alone, but I worked with my peers. This builds **my sense of ownership**, and in turn it encourages me to become **an active learner** (S-9, October 2012).

S-7 aligned topics with technical terms, concepts, and social practices. The participant shows a self-awareness of accounting discourse where language and knowledge are mutually complementary. This self-awareness reflects her D-identity; she realized the importance of accounting themes and concepts in tandem. On the other hand, S-9 articulated from discourse and institutional perspectives how he enacted different role identities as autonomous learner, decision maker, co-navigator, authority of learning, and active agent. This evidence demonstrates that the task of text navigation and selection builds student motivation, raises a sense of learning autonomy and ownership, and allows for active engagement (Widodo, 2017b). These two findings show how the participants carried out different lesson activities and enacted distinctive role identities in the pre-lesson session.

Based on the following observation data, two students discussed how lexico-grammatical resources entail content concepts. They talked about the text of a balance sheet written in English. This text was taken from the accounting textbook, which the students read extensively.

Table 4. Two students discussing content knowledge

S-10	:	In the textbook… I found this statement: "Assets and liabilities are reported in a financial statement called a **statement of financial position** (also called a **balance sheet**)." ((This student was reading her note))…If we look closely at it umm a balance sheet entails some concepts such as *assets* (.) *liabilities* (.) *a financial statement* (.) and *a statement of financial position*.
S-11	:	I do agree with you (.) Let me add one more thing… Please take a look at the word *report*/
S-10	:	I did not get what you mean\
S-11	:	This verb suggests a new concept/
S-10	:	What is it?
S-11	:	I mean it deals with *a financial report*
S-10	:	I got it. So… a balance sheet is a sort of a financial report.
S-11	:	Certainly
S-10	:	I learned some new terms in English today.
S-11	:	Me too…I would say that one accounting term can relate to other accounting concepts.
S-10	:	I would say so.

In this talk, the participants focused on technical terms, one of the lexico-grammatical resources. S-10 initiated a dialogue, which came out of her reading. S-11 extended the dialogue by discussing a particular word, which entailed another relevant accounting concept. At the outset, S-10 was not sure what S-11 talked about. Then, S-11 clarified the thing by elaborating on the verb. S-10 drew a conclusion from what S-11 said right away. Both the participants realized that one accounting concept may pertain to another concept. Through dialogic interaction, the two students arrived at the same perception of *a balance sheet*. Dialogic engagement is a pathway to the negotiation of knowledge building (Widodo, 2017b).

In the genre-oriented and knowledge building tasks, the students identified certain moves and social functions of the text. They also analyzed how accounting knowledge is built and organized in a particular way. Knowledge building as intentional learning is an activity that allowed the students to unpack what counts accounting knowledge as authoritative information and to use and transform such knowledge into social practice. This intentional learning deals with the learning of knowledge *of* and *about* accounting because the students learn in the vocational domain where theory and practice interweave each other. For example, in a literature circle or reading club activity, groups of students discussed what constitutes a balance sheet or a statement position while the teacher facilitated this knowledge building. The students highlighted key features of the text such as *assets*, *liabilities*, and *shareholders' equity* (see Fig. 1). They also talked about sub-components of these three features. This knowledge building was followed by genre analysis aiming to help the

students become aware of how certain knowledge is discursively structured (macro moves: *asset, liabilities, stockholders' equity*; micro moves: *account receivable, accounts payable, retained earnings*) and of how such knowledge entails social meanings (to report the financial position of an accounting entity at a particular point in time).

All the students were positive about this knowledge building. They argued that they learned accounting knowledge through English. They perceived the language as a tool for understanding knowledge. They also articulated that learning English was more meaningful because they talked about knowledge, not about the language itself. This suggests the role of content and language integrated learning in which students use language for communicating vocational content, for example (Widodo, 2017b). In a semiotic term, language is a semiotic or meaning-making resource for knowledge construction (Widodo, 2016b). They perceived themselves not as knowledge recipients and the teacher not as a knowledge transmitter, but the students saw themselves as knowledge builders and the teacher as a facilitator. On the whole, genre-oriented and knowledge building tasks involved the students not merely in a cognitive-driven undertaking, but meaning making as social activity (Widodo, 2016b).

MAXIDRIVE CORP.	
Balance Sheet	
At December 31, 2010	
(in thousands of dollars)	
Assets	
Cash	$ 4,895
Accounts receivable	5,714
Inventories	8,517
Plant and equipment	7,154
Land	981
Total assets	$27,261
Liabilities	
Accounts payable	$ 7,156
Notes payable	9,000
Total liabilities	16,156
Stockholders' Equity	
Contributed capital	2,000
Retained earnings	9,105
Total stockholders' equity	11,105
Total liabilities and stockholders' equity	$27,261

The notes are an integral part of these financial statements.

Fig. 1. Sample accounting text (Libby, Libby, & Short, 2011, p. 7)

7   Conclusions

The design and enactment of teacher-learner driven ESP curriculum materials development were not without a series of challenges; many students encountered difficulties negotiating roles over a period of four weeks (eight class periods). However, as they went through a series of teaching and learning processes, they could tackle such challenges. Throughout the project, the students took differing roles as listed in Table 5. The list also includes what challenges they encountered while playing such roles in the first four weeks.

Although the students encountered some difficulties, they saw such challenges as valuable lessons. They realized that they assumed different responsibilities, which allowed them to see themselves as capable social agents. With these roles in mind, the students valued active engagement, mutual support or scaffolding, sustained collaboration, self-directed learning or autonomy, ownership, agency, voice, and identity. They also realized that negotiating themes, texts, tasks, language,

and responsibilities typifies what participatory learning means. Through negotiated decision making, collaboration, and engagement, this participatory learning becomes meaningful to the students. These students could exercise their agencies, get their voices heard, and enact different role identities. At the same time, the teachers played roles as co-collaborators, facilitators, and scaffolders whom the students saw as positive, encouraging, and inspiring. The students considered teacher roles no longer as sole authorities of knowledge, classroom directors/managers, authoritative decision makers, and controllers. In other words, all the participants recognized that differing roles had wrought some challenges, but they felt that such challenges were seen as a starting point for enhancing their awareness of enacting varied role identities, thereby exercising their agencies.

Table 5. Students' differing roles: Challenge discourse

Lesson sessions	Roles	Challenges
Pre-lesson	Planners	The students had no idea of what counts as accounting texts. They had no sufficient prior knowledge.
	Co-navigators	The students did not know whether accounting texts were authentic or commonly used in the field of financial accounting.
	Assessors	They were incapable of assessing quality of texts in terms of language, discourse, genre, and content.
	Decision makers	They were unable to harness teacher scaffolding; they relied heavily upon teacher help. They had less power and felt that the teachers were legitimate and authoritative decision makers.
While-lesson	Negotiators	The students felt more inferior to others. They received what other students contributed without any further discussion.
	Authorities	They felt less power. They thought that the teachers were legitimate resources.
	Meaning makers	They had difficulty understanding accounting texts because of unfamiliar technical terms.
	Scaffolders	The students provided less support to less capable peers because they thought that it was the teacher's responsibility for scaffolding them.
	Resources	They thought themselves as knowledge recipients.
Post-lesson	Reflective agents	They were unable to see critical incidents of learning and reflect on these as a catalyst for further learning.
	Evaluators	The students relied upon teacher evaluation, and they did not have any self-confidence in self-evaluation.

Additionally, the students realized their capacity to contribute to their own learning and to a community of language learning. Through active engagement and collaboration, teachers assisted students to enact unique identities. The present study has shown some empirical evidence concerning this; thus, it is evident that both teachers and students are positioned as co-collaborators. Through agency exercising and identity enactment, both social agents can build and maintain partnerships in jointly creating, enacting, and evaluating curriculum materials in the language classroom domain. The nature of the relationship between teacher and students is collaborative and emancipatory. Thus, the current study emphasizes how agency and identity in practice and in discourse helps us as teachers and teacher educators play key roles in language materials development processes so as to assist students in harnessing their full potential as capable social actors.

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