

Teaching English in the Philippine: Pre-Service Teachers' Identity Development During the International Teaching Practicum

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SUBMISSION TRACK

Submitted : 18 February 2024
 Accepted : 26 March 2024
 Published : 29 March 2024

KEYWORDS

International teaching practicum, pre-service teachers, teachers identity.

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A B S T R A C T

English pre-service teachers find teaching English abroad to be a memorable experience. It influences the type of teacher they will become in the future. Through the perspective of teacher identity, this study aims to describe how two Indonesian pre-service teachers in the English education department, during a teaching practicum in the Philippines, developed their teacher identity and how they overcome the challenges. This research focused on two fourth-year students from the English Education department of a private university in Yogyakarta who completed a one-month international teaching practicum in the Philippines. The data were gathered through semi-structured interviews and subsequently investigated thematically from the perspective of the teachers' identities, and then presented narratively. It was discovered that the biographies of the pre-service teachers served as the starting point for their teachers' identity development. Throughout the international teaching practicum, the development of their teacher identity was influenced by their emotional reactions, their teaching methods, and their symbolic representation. In the international teaching setting, the student teacher received psychological and technical assistance to overcome the challenges of their practice. This support played a crucial role in the successful completion of the program and contributed to the development of their professional identity as teachers. The findings demonstrate the importance of international teaching experience, prompting universities to prioritize the teaching practicum. Additionally, the university should expand its international exchange programs, focusing on teaching practicum programs.

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Introduction

EFL pre-service teachers is encountering challenges not only in their English language proficiency, but also in their effectiveness in teaching. Consequently, the university in Indonesia prepares student teachers through teaching practicum. In Indonesia, it is mandatory for pre-service teachers of English as a Foreign Language (EFL) to complete a teaching practicum, because it is a crucial phase (Maharani & Fithriani, 2023). The practicum gives the student teachers the opportunity to cultivate proficient teaching abilities (Kazaz & Alagözlü, 2020), to assess their skills in an environment that encompasses emotional support, professional collaboration, and respect, and to gain a comprehensive understanding of the school beyond their designated classroom and ensures a manageable workload (Beck & Kosnik, 2002).

In addition to their academic studies at university, engaging in teaching practice is crucial for the development of pre-service teachers' professional identity (Zhao & Zhang, 2017), because they can view their teachers' identities through the interactions they engage in with their pupils and mentors at schools (Hapsari & Ena, 2019). In addition to conducting teaching practice locally, student teachers also have opportunities to engage in the International teaching practice, such as in the Philippines and Thailand. During the

foreign teaching practice, they gain a profound comprehension of the situation through impactful learning experiences. This contributes to the enhancement of their professional development as aspiring English language instructors (Darling-Hammond, 2017).

According to Pennington C (2015), teacher identity refers to a conceptualization or representation of the role and characteristics of a teacher, which can serve as a framework for guiding a teacher's actions and behaviors to embody this conceptualization. He stated that by cultivating teacher identity, educators can establish their own persona, define the type of instructor they will be in the educational setting, and shape their role while engaging with students and peers. Moreover, Tran & Dee (2023) define teacher identity as an individual's self-perception as a teacher and their desired teaching style. Hence, teacher identity can be defined as the perception that instructors have of themselves and their responsibilities within the educational setting. Student teachers bring their own identity and prior experiences into the teaching profession, which might impact the development of self-awareness in the first year of teacher education, either positively or negatively (Haghighi Irani et al., 2020).

The teaching practice course is considered to be highly important in this process. The reason is that while there have been studies conducted on teaching practicum and the identity of pre-service teachers (Ardi & Yazid Basthomi, 2023; Choi & Park, 2022; Haghighi Irani et al., 2020; Hapsari & Ena, 2019; Maharani & Fithriani, 2023; Mulyani & Gunawan, 2022; Prabjandee, 2019; Thi et al., 2019; Tran & Dee, 2023), none of them specifically address the international teaching practicum as a component of the pre-service teacher development phase. Meanwhile, the international teaching practicum enhances the professional growth of pre-service teachers while preserving their identity as future English as a Foreign Language (EFL) instructors. It offers them the chance to push their limits in a foreign setting, which presents both valuable and enriching learning opportunities, despite being challenging and complex situations they have not encountered previously (Kabilan et al., 2020).

Additionally, it offers a favorable encounter and serves several purposes such as enhancing emotional and physiological welfare, serving as a source of motivation and morale, imparting professional knowledge and abilities, and providing instrumental assistance. These factors play a significant role in shaping one's identity as a language teacher (Muluk et al., 2021). The international teaching practicum enhances the personal competencies of pre-service teachers, enabling them to enhance their self-confidence, coping mechanisms, and time management skills. It additionally enhances the professional competences of pre-service teachers, including the improvement of their communicative capacity, pedagogical skills, perspectives on education, career objectives, and new prospects. Additionally, it enhances the pre-service teachers' comprehension of diverse cultures, bolstering global connectivity and fostering professional respect as educators (Auni et al., 2022). This study examines how the international teaching practicum influences the identity formation of pre-service teachers due to its significance. This research addresses a gap in recent research by examining teachers' identity development in an international environment, whereas previous studies have concentrated on local contexts.

Given the aforementioned research background, the researchers have established the primary goal of this study to be the central focus of their investigation:

1. How does the international teaching practicum shape the development of the EFL pre-service teacher identity?
2. What strategies do student teachers employ to tackle the difficulties of the international teaching practicum?

Research Method

This study centers on the identity formation of pre-service teachers in the field of English as a Foreign Language (EFL) during their international teaching practicum. In order to accomplish the objectives of this study, the researchers concentrate on the narrative of students' professors through conducting thorough interviews. This research employed Narrative inquiry. Narrative inquiry, as defined by Polkinghorne (1995), is a type of qualitative research strategy that use stories to depict human behaviors. Furthermore, Cresswell (2014) stated that narrative research examines the life experiences of individuals throughout a period of time. The approach integrates narrative and empirical investigation by utilizing narratives as either research data or as a means for data analysis or presentation of research findings (Gary Barkhuizen et al., 2014).

Clandinin (2016) argued that narrative inquiry is a method of examining human lives that recognizes lived experience as a valuable source of significant information and comprehension (p.18). The students' experiences in the international teaching practicum program are integral to their developmental stage, since they play a significant role in shaping their identity as teachers. This study investigates the evolution of student teachers' identities during an international teaching practicum and their strategies for overcoming challenges capture through the students' teachers' experiences.

Participants and Data Gathering Technique

Three participants were selected to recount their experience in an international teaching practicum in the Philippines. Najwa and Ameena (all names are pseudonyms) are student teachers of English as a Foreign Language Study Program at a private university in Yogyakarta. The participants are all female, and they are eighth-semester students who have enrolled in the international teaching practicum program in the Philippines for approximately one month. They completed all of their tasks, including the report. The participants were deliberately selected to ensure that the data collected aligns with the research objectives.

Najwa instructed students at the elementary level, and Ameena taught at the secondary level. Although they attended different schools and lived in different cities, they were still in the Philippines. The data was collected from their blog as a mandatory result of this international teaching practicum. However, the researcher did not obtain comprehensive information from it. Therefore, conducting in-depth interviews utilizing a semi-structured interview guideline was necessary. The interview is undertaken to ascertain their experience during the program in order to have a more comprehensive grasp of their identity as EFL student teachers.

Data Analysis Technique

The research employs the data analysis technique known as flow chart analysis, as developed by Miles & Huberman (1984). This technique is categorized into; data reduction, data display and conclusion drawing and verification. The interview data was transcribed with a high level of expertise and analyzed according to themes. The thematic analysis involved a process of carefully reviewing the data numerous times, coding and categorizing the collected data, and subsequently reorganizing it into thematic categories in order to discover recurring themes and establish theoretical links (Barkhuizen et al., 2014). The data was categorized into some theme; teacher identity is developed based on prior biographies, emotion shapes teacher identity, practice shapes teacher identity, symbolic entity as a reminder of being a teacher, myriad types of support mechanisms (Prabjandee, 2019).

Once the data was encoded and organized according to its thematic content, the researcher proceeded to present the data in a narrative format. This involved recounting stories that accurately depicted the experiences of the research participants, organizing them in a logical manner to facilitate reader comprehension. The researcher subsequently converts the unprocessed data and interprets it into a cohesive narrative or summary that effectively conveys the research findings. Verification involves cross-referencing the raw data to ensure that the interpretation is grounded in the data and remains impartial. The final step involved the researcher distributing the document to the participants for the purpose of member checking. Their input was utilized to amend the narratives in this paper.

Result and Discussion

According to this study, the participants' biographies indicated that their teacher identity was formed before they started their teacher education. The teaching practicum facilitated the development of teacher identity through four primary means: (1) The teacher's identity is shaped by their previous life experiences. (2) Emotional reactions to the teaching practicum influence the formation of a teacher's identity, (3) the act of teaching itself shapes a teacher's identity, and (4) a symbolic representation serves as a reminder of how teacher experiences shape their identity. In addition, the teaching practicum often presented problems that the student teachers successfully addressed with two forms of help: psychological support and technical support, both from within and beyond the school environment. The following individual narratives depict the progression of their teacher identity development.

Result

Narrative of Ameena

Ameena, a 23-year-old female student, hails from a large island in Indonesia. She moved to Java Island to complete her Bachelor of Education in English Education Study Program at a private university. Her companion served as her inspiration to pursue a career in teaching. Her companion had a hearing impairment and due to her remote location in a tiny village, she was unable to attend a specialized school. Although the city had complete services for those with disabilities, Ameena's friend was unable to access them due to residing in a remote location far from urban areas. In addition, she experienced social isolation and had a limited social circle, which primarily consisted of Ameena. Because of her friend's experience, Ameena aspired to become a teacher. She recounted:

It appears that their future may not be as promising as that of individuals who are not impaired. That's why I aspire to become a teacher, specifically in a special school. However, regrettably I was not admitted to SBNMPTN. Afterwards, my parents recommended that I pursue English Education, as I have a passion for English, and ultimately, I decided to pursue English Education. (Interview 1)

Ameena applied her motivation to the concept of being a good teacher. While many societies viewed teaching as simply the act of distributing materials, she perceived the role of a teacher from a different perspective. This upbringing influenced the formation of her early teacher identity. Ameena believed that an English teacher should possess creativity. In Indonesia, English was regarded a challenging foreign language.

The students would derive pleasure from the English topic due to the professors' ingenuity and personalized approach.

Ameena's lucid perspective as an English teacher propelled her to successfully complete all of her university courses, including many teaching practicums. She found the three stages of teaching practicums at the department impressive, with the second level being the most exciting. She submitted an application for the international teaching practicum in the Philippines, with a duration of one month. She was the last applicant, and she was so excited for that. She narrated *being a SEA-Teacher is my first time living or working abroad, but I've always dreamed of studying or working abroad. (Interview 1)*

Ameena was experiencing her first time traveling abroad, and she was filled with excitement to see the Philippines. She was appointed to instruct seventh grade students at a private educational institution in the Philippines. The initial day of her school experience was highly stimulating, as the pupils exhibited a remarkable degree of congeniality and hospitality, she felt like an artist there.

Prior to the teaching demonstration, she got the chance to observe her mentor instructor. During the observation sessions in several meetings, Ameena was shocked by a reality there. She observed that the students in Indonesia had noticeable differences compared to the students in the Philippines. At that school, a distinctive feature was that all topics were taught within a single day, resulting in a weekly repetition of the curriculum. There was a total of eleven subjects taught on a given day, and these subjects would be taught in the days that followed. The students were present in the educational institution from 7 a.m. to 5 p.m. Assuming pupils receive compared to the student in the Philippine. In Indonesia, the Monday timetable was distinct from the school schedule on Tuesday. As an example, science and social were scheduled for Monday, whereas English and Bahasa were scheduled for Tuesday. At that school, a distinctive feature was that all topics were taught in aAssuming pupils receive homework today, they would submit it on the next day. Every day, they consistently had eleven identical items, with a particular emphasis on SSC. Additionally, they were able to cover twelve or thirteen different subjects. The students brought a container, such as a food container, for their books due to that reason.

Despite being stunned by the reality, Ameena remained enthusiastic as the pupils appeared really joyful and enjoyed being in the class. Throughout the observation, she never witnessed the student exhibiting any signs of demotivation or expressing dissatisfaction with the allocated study time. The student perceived education as crucial for their future. Ameena was not just surprised by the students during the observation sessions, the teacher with whom she collaborated was likewise quite commendable. Ameena regarded her as the epitome of a teacher. She is a very dedicated instructor who possesses a deep understanding of her students. She comprehends the students' requirements and educational approach. Mom George frequently employed ice-breaking activities to alleviate the students' boredom and silence in the classroom. Additionally, she provided reward to foster the students' enthusiasm in completing their assignments. In addition, she dedicated considerable work to preparing the instructional materials for her students, particularly those who are visual learners.

The Filipino teacher seems to really enjoy their profession. They are happy to share what they know and do not think about how much money they make. They love their job and being teachers is their passion. Then

they are very creative and a fierce teacher. They never show how exhausted they are, even when they are. (Interview 1)

The students' enthusiasm for studying and the cooperating teacher's teaching ability motivated Ameena to prepare her first class. She was enthusiastic about assimilating herself into the Philippine curriculum. Ameena also received help and encouragement from her companions, who provided her with insights into the various cultures prevalent in the Philippines. There was no discernible disparity between teacher and student in the Philippines. The people of the Philippines displayed remarkable hospitality and treated one another with great kindness. Because of this Ameena gained sufficient self-confidence to teach there. Naturally, she encountered a substantial disparity between the Indonesian curriculum and the one she was accustomed to. However, she sought supports from her cooperating teacher.

I get used to the Philippine curriculum, but my cooperating teacher, Mom George (pseudoname), let me try new things. Luckily, I want to teach literature, and literature is also something that the students in seventh grade learn. (Interview 1)

The supports persisted, encompassing not just the planning of the teaching demonstration, but also providing support for technical issues.

Mom George really does back me up during this foreign teaching practicum process. She takes the initiative even when I don't say anything. For example, she offers to print the materials on her printer and make some changes to my materials. I'm so happy about this. (Interview 1)

Aside from the help provided by the cooperating teacher and the buddies, the students also shown a supportive attitude. Their behavior touched Ameena, and it changed her view about herself. Initially uncertain about pursuing a career as a teacher, her indecision was ultimately swayed by the warm reception and kindness of the pupils. The pupils' conduct towards her left a strong impression on her. Ameena was received with the same respect as their teacher, and they inquired about her preferred cuisine and beverage. In addition, they are highly enthusiastic about Ameena's information regarding the Prambanan temple. Despite feeling that her subject was unstimulating, Ameena received compliments from the pupils.

With enthusiasm, the pupils express their gratitude for providing the information about the Prambanan Temple. Even though they were in the Philippines at the time, the student told me they felt like they were near the Prambanan temple. They feel as though I have brought the Prambanan Temple to the Philippines through my video, and they are really appreciative of this. (Interview 2)

Receiving substantial support from the students, Ameena thereafter recollected the need to provide awards for them. Mom George proposed awarding the first three pupils who submitted the quiz answer. The awards consist of key chains that she acquired from Indonesia, following the recommendation of her lecturer. Consequently, the

students were really enthusiastic about completing the quiz. These had a good impact on Ameena's teacher identity.

Ameena successfully completed the teaching demonstration. Prior to conducting the teaching demonstration, Ameena harbored concerns over the reception of her instructional materials and media by the students, as well as the pressure associated with teaching. Indeed, the students derive pleasure from the class, which caused Ameena to feel relieved. However, while the majority of students did not utilize basic vocabulary, many employed intermediate or even advanced vocabularies. Nevertheless, Ameena was still able to manage it.

Ameena's perception of herself as a teacher underwent a transformation during the teaching practicum, and her concept of teaching also underwent a change. The teaching practicum enhanced her comprehension of the intricacy and adaptability of teaching. Upon encountering unforeseen circumstances during her teaching, Ameena recognized the necessity of maintaining an open and adaptable mindset. The international teaching practicum altered her perception of what it means to be an effective educator. Ameena regarded exceptional teachers as those who fully embraced their role as educators, demonstrated patience, exhibited creativity, possessed a deep understanding of their students, and displayed a willingness to continuously learn and adapt.

Ameena promptly responded when questioned about how the teaching practicum contributes to the development of teacher identity. *I learnt a lot from the students in the Philippine. They teach me how to express our feeling sincerely. (Interview 2)* She continued *I had more self-control and always happy meeting the students no matter how they are. (Interview 2)*. Additionally, she mentioned her aspiration to become a teacher, similar to,

I want to be like mom George when I become a teacher. I look up to her now. Students-centered learning is something she uses because she cares a lot about her students. The discussion group always ends on a happy note. I need to be a "idol" for my students. (Interview 2)

Ameena explicitly stated in the recent interview that she had no desire to pursue a career as a professional educator.

I aspire to become an international educator, working in several countries including Indonesia, with a specific focus on providing educational support to children residing in rural locations. I aspire to embody the qualities of such an educator. However, while I derive satisfaction from the prospect of assuming a conventional teaching role, my true desire is in becoming a teacher in a foreign country. (Interview 2)

Ameena narrated her dream of being abroad enthusiastically and confidently.

Narrative of Najwa

Amina was in her final year in the English Education Department at the same institution as Ameena, and she hailed from the same island as Ameena. Ameena and Najwa shared similar sentiments for English. However, whereas Ameena's decision to enter the English Education Department was motivated by her close friend, Najwa's choice was greatly affected by her high school teacher. Her teacher affected her decision on joining English Education Department. During her time at the vocational school,

namely studying informatics engineering with a specialization in software engineering, she encountered an English teacher with a really distinctive teaching approach. As part of her English instruction, the teacher instructed the students to commit 500 words to memory over a period of half a semester. *It was highly exhilarating, prompting my ultimate decision to enroll in the English Education Department*, she emphasized.

Najwa's early identity as a teacher was shaped by the influence of her teacher profile. Observing her teacher's profile, she subsequently constructed an ideal image of an English teacher. In her opinion, an English teacher should possess a diverse range of instructional methodologies. The strategies should be tailored to the individual characteristics of the students. In addition, an English teacher should possess a favorable demeanor, be adaptable, and actively motivate pupils to engage in English conversation, both within and beyond the classroom. It is worth noting that speaking English outside of class may be perceived as arrogance by certain segments of Indonesian society. The English teacher need to incentivize the student to utilize English in all settings.

In her pursuit of becoming an exemplary English Teacher, Najwa, a very engaged individual on campus, made multiple attempts at participating in exchange programs, all of which were unsuccessful. The most recent chance to travel overseas was the International Teaching Practicum program in the Philippines, which lasted for one month. She was determined to acquire international experience, as that had been her lifelong desire.

I have had a strong inclination to live abroad since I was a child. During childhood, my father was employed overseas, and I often pondered why he did not bring me along. I am driven by motivation and have a strong desire to work internationally. Henceforth, I am determined to achieve the objective of residing overseas before reaching the age of 25. (Interview 1)

Prior to her departure to the Philippines, Najwa harbored concerns regarding her proficiency in English. She identified herself as an introverted individual, which made it challenging for her to engage in active conversation with others. She was also apprehensive about her English proficiency. She viewed her English proficiency as insufficient for effective communication with the Filipino students. However, she recognized that she must not allow it to undermine her intention of gaining experience in teaching overseas. She adeptly handled and effectively controlled this situation. Najwa effectively managed her fear. She foresaw well in advance of her journey to the Philippines. *I diligently practice speaking in English when addressing my classmates. Each evening, I engage in soliloquies in English within the confines of my room, uttering the phrase "hello students, how are you?" (Interview 1)*

Najwa's fear of her inadequacies did not deter her from participating in the program. Najwa had finally been granted the opportunity to go overseas through the International Teaching Practicum program. Her excitement stemmed from the internet's material, which indicated that this program would be advantageous for her.

The International Teaching Practicum program is more than just an exchange program; it includes practical teaching sessions and holds a special significance for me. Not only about student exchanges, but we will also provide teaching services in another country. Not all universities offer this program, and I am responsible for covering my own fees.

*However, this is a unique chance that may only come once in a lifetime.
(Interview 1)*

Najwa traveled to the Philippines with a colleague from a different department. She was filled with much enthusiasm on her first day at school. The pupils' enthusiasm in receiving her really moved her. Their warmth and hospitality were palpable, and Najwa felt a genuine sense of being the authoritative figure in that environment. The youngsters addressed her as their teacher, greeted her, and even hugged her.

She underwent eight observation sessions. The observed class was at the primary level. During her initial observation session, she was greatly pleased with her cooperating teacher, Mom Ana (pseudonym). Mom Ana's teaching style engendered a sense of enjoyment among the students during class. She frequently conducted singing sessions for the students among their drilling sessions. Najwa observed that the pupils provided positive feedback and had evident affection towards their teacher. Najwa emphasized *the students are content*.

Despite the pupils' rigorous schedule from 7 a.m. to 3 p.m., they displayed no signs of fatigue. The primary school pupils had exceptional motivation to join the lesson due to their teacher's adept handling of them. Najwa was drawn to it, since she believed that teaching primary school was arduous and demanding before to her observation session. The sight she witnessed in the classroom altered her perspective on instructing at the basic level. Furthermore, she experienced a strong sense of affection as her students frequently expressed their love for her by saying *I love you miss; I love you miss*. This experience instilled a sense of acceptance within Najwa over her enrollment at that school.

Najwa not only had the opportunity to observe an English class, but she was also granted permission to observe other classes. She saw that all the teachers had typical characteristics of being primary school teachers, such as being cheery, helpful, and well-suited for the job. Despite the majority of subjects being taught in English, the students nevertheless derived enjoyment from it. She perceived a distinct contrast between the teachers at that school and the teachers at primary schools in Indonesia. Addressed to Najwa, *perhaps it is only in that particular school where I have a strong sense of motivation to become an elementary school teacher. (Interview 1)*

At the last of the observation session, Najwa was afforded the opportunity to do a demonstration teaching trial. There were no specific materials provided for the session, and Mom Ana let Najwa to showcase her teaching abilities. Najwa chooses to provide an explanation and engage in a discussion regarding nouns, followed by administering a quiz to the pupils. Following the observation session, Najwa made all necessary preparations for her teaching demonstration. She assembled the necessary resources, media, and assignment. Her cooperating teacher assisted her in preparing it. *Mom Ana assists me in printing out the educational materials. Additionally, she assists me in preparing it, despite the fact that the video is created by me. (Interview 1)*

Finally, the teaching demonstration session has arrived. Ana familiarized herself with the Philippine curriculum. The materials discussed the concept of noun and were sourced from the DAP-Ed book. Mom Ana, her cooperating teacher, recommended her to utilize the materials from the book and incorporate them into the lesson plan. She executed the delivery of the materials in accordance with the sequential stages outlined in the lesson plan. Throughout the teaching demonstration, the pupils attentively focused on Najwa's explanation. They derived pleasure from the class and comprehended the topics presented by Najwa. She assigned a task for the upcoming week. As an educator,

she fulfilled her responsibilities, and she provided the students with a reminder about the project. Her anxiety of the pupils not comprehending her explanation was eradicated. She effectively completed the instructional demonstration.

Najwa has a similar perspective to Ameena, believing that the behavior of students and the teaching style of the teacher have an impact on their identity as English teachers. Despite having only completed her international teaching practicum within a month, Najwa felt a strong sense of becoming an English Teacher, truly embodying the role. The pupils treat her with kindness and respect as she narrates.

Each morning, the students unfailingly greet me, not only in the specific class where I conducted my observation, but also in every other class, wherever I go by the students. During the break, they also engage in conversation with me, inquiring about Indonesia, for instance. Additionally, they inquired about my preference for bananas and then provided me with a banana. In addition to displaying their appreciation for me, they also have a fondness for giving presents. (Interview 1)

When questioned about the impact of the teaching practicum on the development of their teacher identity, Najwa expressed that the international teaching practicum greatly contributed to their growth. Through this training, she acquired the skills to effectively manage and interact with primary school pupils. In addition, she has the knowledge and skills to educate young pupils in primary school. Excluding the International teaching practicum, his formation of a teacher identity would not have occurred.

The international teaching practicum program greatly enhanced her self-awareness as an English teacher. Upon completing her studies, Najwa aspired to pursue a career in international education. An alternative was to participate in the PPG (Teacher Professional Education) program and then get acceptance as a teacher in the P3K.

Discussion

The findings section clearly demonstrates that teacher identity is a valuable perspective for comprehending the development of professional learning and experience during the teaching practicum. From the point of view of narrative inquiry, the process of developing teacher identity was successfully evoked. The results of this study contributed to the existing knowledge in two primary domains of the main areas: (1) the identity development during the international teaching practicum, (2) overcoming the challenges during the international teaching practicum.

Pre-service teacher identity development during the international teaching practicum

This study, like other research conducted in different settings (Ardi & Yazid Basthomi, 2023; Choi & Park, 2022; Haghighi Irani et al., 2020; Hapsari & Ena, 2019; Maharani & Fithriani, 2023; Mulyani & Gunawan, 2022; Prabjandee, 2019; Thi et al., 2019; Tran & Dee, 2023) highlighted the fact that in the International teaching practicum in the Philippine, learning to teach is associated with the formation of a teacher's identity. Ameena and Najwa developed their teacher identities when they made the choice to enroll in the English Education Study Program. Although they were driven by diverse motives in choosing the program, both of them shared a common desire to become teachers. Amena's companion exerts a significant influence on her decision-making process when selecting the program, whereas Najwa's former English teacher serves as a source of inspiration for her aspiration to become an English teacher.

Throughout their studies program, Ameena and Najwa underwent many processes to develop their identity as English teachers, which included engaging in teaching practice. The process of constructing one's identity is complex and multifaceted, because the development of pre-service teacher identity is not solely a result of the pre-service teachers' individual efforts, but also occurs through their involvement in various activity systems (Nguyen & Yang, 2018). The study revealed that the international teaching practicum played a significant role in fostering teacher identity development through three primary ways: (1) emotion shapes teacher identity, (2) practice shapes teacher identity, (3) symbolic entity as a reminder of being a teacher-shaped teacher identity.

Emotion shapes teacher identity

The pre-service teachers frequently experience intense emotions before to their teaching practicum. The various narratives that Ameena and Najwa encountered and created performed a significant role in shaping and transforming his identity as a student-teacher, particularly in regard to his internal emotional state during their one-month foreign teaching practicum and it was confirmed by a study conducted by (Yuan & Lee, 2016). Their emotional state became more intricate while participating in the international teaching practicum, as it marked Ameena and Najwa's first experience of traveling abroad. They had a comparable emotional response, which influenced the development of their teacher identity. In Alhebaishi (2019) it was also found that the emotional state of students' teachers is seen as the initial stage in the development of their future professional identities.

The findings demonstrate a parallel outcome to prior studies, since the emotions of teachers are profoundly ingrained in the act of teaching. Both Ameena and Najwa undergo a range of pleasant and negative emotions throughout the international teaching practicum process. Initially, they had anxiety and fear before to instructing their inaugural class, but thereafter, they experienced elation and contentment. The negative emotions diminished, and the positive emotion increased with time, enabling them to educate and assist their students with their utmost capabilities. The student teachers' emotional response became the primary characteristic of their teacher identity. This is supported by Nichols et al. (2016) explaining that positive emotional experiences affirmed their identities, while negative emotional experiences prompted the student teachers to address and adapt their developing identities.

practice shapes teacher identity

The experience of teaching practice is intricately connected to the emotional state of student instructors and plays a significant role in their development of teacher's identity. Ameena and Najwa had a daily routine of attending school, which began with observation sessions and teaching demonstrations. The highly welcoming and helpful cooperating teacher made a strong impression on them. The observation class was highly effective and really encouraged them, leading to a significant improvement in their skills as student instructors. Furthermore, the manner in which the pupils addressed their teacher was truly unparalleled. Prior to the teaching demonstration, they engaged in preparatory tasks, which bestowed upon them additional responsibilities, so evoking a genuine sense of being educators. As it is mentioned by Lingam et al., (2014), the teaching experience greatly enhanced their professional readiness.

During the teaching demo in class, Ameena and Najwa were deeply moved by the lively interactions with the pupils. The students did not regard them as novice instructors, but they valued their being there akin to their real teachers. The daily circumstances they

encountered in the classroom had a significant impact on their formation of their teachers' identity, and it aligns with the study undertaken by (Eslamdoost et al., 2020). In addition, the experience of teaching in school and interacting with students has inspired Ameene and Najwa to pursue a career as English teachers upon graduation. The teaching experience has a significant impact on the development of their teachers' identity (Bukor, 2015). The two student teachers in this study gained self-awareness through their teaching practice, and it was crucial (Hastowohadi&Kumaini, 2019). They acquired knowledge about their potential as educators, the intricacies of the teaching profession, and the interplay of relationships within the school environment.

Symbolic entity as a reminder of being a teacher

The symbolic entity facilitated the formation of the teacher's identity. Ameena and Najwa were referred *teacher* by the pupils in the Philippines during the international teaching practicum program. Although it may have seemed insignificant, the experience of becoming teachers there greatly boosted Ameena and Najwa's self-confidence. Their confidence led them to perceive themselves as real teachers (Can & Basturk, 2018). Both Ameena and Najwa utilized this symbolic entity as a means of reinforcing their identity as teachers and adjusting their actions accordingly. Ameena and Najwa were unable to assume the role of a teacher without the presence of symbolic beings. It is supported by research finding from (Prabjandee, 2019), the titles that they derived significance from were crucial for the development of their teacher's identity.

Overcoming obstacles encountered during the international teaching practicum

During the teaching practicum, it is typical for student teachers to encounter several problems and challenges (Alamri, 2018; Almomani & Al-Momani, 2016; Hamaidi et al., 2014; Kabilan, 2020; Mutlu, 2014). Indeed, the issues and problems were effectively resolved due to the support from several parties. Ameena and Najwa received support in both psychological and technical aspects. They received psychological support from both their students and their cooperating teachers. Although learners were aware that their teachers were also students, they did not differentiate between them. Ameena and Najwa were appreciated due to the high regard for the teaching profession in the Philippines. Students' acceptance serves as a form of psychological support which naturally arose, enabling Ameena and Najwa to instruct with unwavering confidence. Moreover, they also received support from their cooperating teachers, and the provision of supervisory support is crucial in facilitating effective teaching practice (Al-Jaro et al., 2020).

Upon making the decision to participate in the international teaching practicum from Indonesia to the Philippines, they were fully cognizant of the fact that they would encounter many challenges, and prior to conducting their teaching demonstration, Ameena and Najwa received technical support from their cooperating teachers. The cooperating teachers program provided them with assistance, and for a period of time, Ameena and Najwa sought their assistance to address the challenges encountered during their teaching practice. Ameena and Najwa were conscious that they taught in different countries where practically every part of the educational process was different. The technical support provided by the cooperating teachers facilitated the process of self-reflection for the individuals, helping them to determine the type of educators they aspire to become in the future, and it aligns with (Rodrigues et al., 2018).

Conclusion

The discussion highlights the significant importance of teacher identity in the advancement of professional learning and experience during the international teaching practicum, specifically in an international setting such as the Philippines. The identification of pupils by teachers was derived from a combination of emotions, practical experience, and symbolic representation. The process of overcoming the problems played a role in the development of the students' teachers' identity. This highlights the ever-changing nature of developing a teacher's identity and the significance of creating supportive conditions to foster the development of aspiring educators, especially in international teaching settings. Through comprehending the intricacies of this procedure, educators and educational institutions can enhance their assistance to pre-service teachers in their pursuit of professional proficiency and the development of their professional identity. Subsequent investigations could explore the identities of in-service teachers within an international setting. Furthermore, it is important to analyze the teachers' identity within the international environment from a socio-cultural perspective.

Acknowledgements

We express our sincere appreciation to the Research and Community Service Institute (LPPM) of Universitas Ahmad Dahlan (UAD) for their significant assistance and provision of resources over this period of this research. Their commitment to promoting scholarly investigation and involvement in the community has played a crucial role in the effective accomplishment of this project. We would like to extend our gratitude to our students and external collaborators for their valuable guidance and help during the different phases of the research endeavor. Their constant encouragement was vital for the completion of our investigation.

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