

Exploring Indonesian Pre-Service Teacher's Perception of an International Teaching Practicum Experience in North Africa

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Abstract: This study investigates an Indonesian pre-service teacher's experiences related to a 6-week international teaching and cultural experience in North Africa. The experience included a preparation week, four weeks of student teaching in an institution, and cultural days. Using qualitative data from diaries, the pre-service teacher's experience of professional development during their international teaching practicum is examined, analyzed and described. The results showed that pre-service teachers perceived the international teaching experience helped to develop meaningful professional development (Kabilan, 2013). It revealed that pre-service teacher improved her confidence in using English as her communication, boosted her teaching confidence and skills, engaged with local people, adopted in new working culture, and viewed a new world of education and culture. The findings also emphasize that only some of the professional developments are received by the pre-service teacher. Some limitations and challenges of the international teaching practicum are also highlighted. Based on this study, implications for the organization, the institution, and pre-service teacher of EFL are suggested.

Keywords: EFL, international teaching practicum, professional development, pre-service teacher education

Introduction

The twenty-first century has seen substantial changes in all aspects of life, including education. Students now should learn different viewpoints on skills than those learned by students in the previous century. Schools and institutions in the twenty-first century should also prepare students for a changing social life, a varied economic environment, and a more challenging and skill-oriented employment. As noted in Batelle For Kids (2019), learning and innovation skills are what distinguishes students who are prepared for increasingly diverse living and working conditions in today's world and those who are not. Those skills entail creativity and innovation, critical thinking and problem solving, communication, and collaboration. The demanding circumstance of 21st century education promotes students including students pursuing teacher education or often named as Pre-service Teachers (PSTs) to strive for the expected skills. As a way of preparing, international experience helps PST to improve the learning and innovation skills (Ateşkan, A., 2016).

In the field of teacher education, International Teaching Practicums (ITPs) suits the PSTs to gain international experience, which are also viewed as helping the next generation PSTs to recognize and respond to the benefits and challenges of globalization (Fitzgerald et al, 2017). It is supported by the study of Sossou and Dubus (2013) that ITPs can promote PSTs' personal and professional work development. ITPs seek to give students the opportunity to strengthen their language skills in the language they will educate, to grow their pedagogical expertise and to participate in a foreign socio-cultural setting in which they are not acquainted Barkhuizen et al. (2006). Many researches have accounted another terms for International Teaching Practicum (ITP) including "international teaching practice" (Kabilan, 2013; Ateşkan, 2016), "international field experiences" (Pence & Macgillivray, 2008), "overseas student teaching" (Cushner & Mahon, 2002), and "international programs" (Lee, 2009).

Studies have discussed how international experience, that can be similarly named as ITPs in the field of education and training program, have been viewed by the exchange participants or PSTs based on their perspective encountering the impacts, benefits, challenges, and also the implication of the study. Barkhuizen and Freyok (2007) examined the perception of 15 student teachers in Hong Kong on a short-term international experience program in Auckland, New Zealand. Their study discussed how PSTs expectations met the experiences during the program. They explored the experiences in terms of academic, social activities, school experience, and homestay. It is related to the study conducted by Ateşkan, A. (2016) investigated Turkish pre-service teacher's experience on doing two-month international teaching practicum in the United States of America. It showed that PSTs gained self-confidence as well as teaching confidence by adapting to new working cultures and new world views of education and culture. It also reveals that the PSTs develop their speaking and communication confidence and interpersonal skills. They concluded in their study that ITPs contribute PSTs to improve their skill in the 21st century. World languages, global awareness, communication skills, teamwork, flexibility/adaptability, social and cross-cultural abilities, leadership, and responsibilities are among these.

In addition, related to personal and professional development gained from ITPs, Hay, K., et al. (2017) in their study noted that ITPs give significant related obstacles for students. Thus, PSTs can be able to learn many lessons including cultural diversity, international environment, and new learning experience. A case study conducted by H. Soong, et al. (2020) investigated international pre-service teachers from China and India. It showed that the participants identified difficulties caused by cultural distance from their home cultures and international educational settings. But such obstacles have, in turn, given rise to new transcultural ways of learning how to become teachers in the host society.

Different study, but still in the same thread, conducted by Kabilan, et al. (2020) investigated four Indonesian pre-service teachers undertaking international teaching practice in Malaysia. By reflecting on the challenges, the PSTs have been able to gain feedback and a deeper understanding of their professional growth, in particular by being analytical and thinking about certain aspects of the curriculum and how they can bring the elements of the curriculum closer to their learners on the basis of their existing and current knowledge. It reveals the realization of a comprehensive understanding of the issue due to the effective learning experience of PSTs from self-reflection, analysis and observation using a multifaceted range of integrated learning opportunities. This leads to the enhancement of their professional development as future English educators.

Even though research has been previously conducted to study the perspective of PSTs on ITPs, they mostly also discuss life experience in ESL settings. The focus on exploring the insight

into the pre-service teacher's perceived professional development has not been emphasized. Thus this study is conducted to explore the perspective of perceived professional developments of PSTs through their experience doing international teaching practicum in North Africa in an EFL setting with the international exchange student program. Based on these gaps, this study focuses on the perceived gains in professional growth, based on the experience of Indonesian pre-service teachers in North Africa, that are described using the concept of beneficial professional development experiences by Kabilan (2013).

This study aims to explore the pre-service teacher's perspective of the experiences during international teaching practicum in EFL setting in North Africa and to gain insight into the pre-service teacher's perceived professional development through their experience doing international teaching practicum in North Africa.

Literature Review

Teacher education includes a lot of student teaching. Theory taught in education faculties should be put into practice in schools for efficient teacher preparation. Some pre-service teachers have the opportunity to participate in overseas internships in addition to internships in their home countries. Research has looked into the nature of such programs and their impact on pre-service teachers' personal and professional development (Cushner, 2004; Cushner and Mahon, 2002; Lupi, Batey, and Turner 2012; Kabilan, 2013; Kabilan, 2019; Scoffham and Barnes, 2009; Stachowski, Richardson, and Henderson, 2003).

The advantages of international placement are generally known which can include exposure to new learning opportunities, cross-cultural experience, self-awareness and a deeper understanding of global issues and social rights. Living in a home owned and run by a local family has become a chance for the students to learn some common language and traditions, as well as to become somewhat intimate in the cities and neighborhoods. Students were also given the opportunity to join local university social work students on field trips, which was highly helpful for their learning (Hay, K., Lowe, S., Barnes, G., Dentener, A., Doyle, R., Hinni, G., & Morris, H., 2018).

Pre-Service teachers have learned to adapt to a different society and to learn different people's worldviews. They come out with a new world and express their own way of life with their host country that leads to improving their self-confidence. International teaching experience also allows pre-service teachers to improve their technical and personal skills and increase their global knowledge that can lead them to develop their teaching confidence (Ateşkan, A., 2016)

International student teaching participants have the opportunity to see how teaching takes place in another country, thereby providing opportunities for diversity of perspectives, knowledge of global challenges, rates of cultural awareness, awareness of trends of change, and the direct implications of one's own actions from the local people including the mentor. It leads the students to improve their professional career as future educators González-Carriedo, R., De Nava, J. L., & Martínez, M. S. (2017).

ITPs give students the ability to reimagine themselves as educators in a diverse cultural and physical sense. Such field experiences not only allow their knowledge capabilities to be incorporated into their learning, but their academic context also plays a role in enhancing their innovative and critical transcultural practices (Soong, H., Kerkham, L., Reid-Nguyen, R., Lucas, B., Geer, R., & Mills-Bayne, M. M., 2020). International teaching experience is being promoted as a resource for pre-service teachers (PSTs) to develop both personally and professionally, including increased cultural knowledge, self-efficiency, independence, and improved main

teaching attributes. Students have undergone major changes in teacher identification, classroom trust, cultural awareness and in their strategies to help students who speak English as a foreign language. (Cinelli, R., & Jones, M., 2017).

Bodycott and Crew (2000) also elaborated the objectives that guide their short-term immersion program for undergraduate pre-service student teachers at the Hong Kong Institute of Education as follows: 1) To Improve students' English proficiency, especially their listening comprehension and speaking skill. 2) To provide students with the focused experience of living and using English within a native-speaker cultural environment. 3) To provide opportunities for students to visit schools operating within another culture. 4) To reflect consciously and specifically on the pedagogical experience experienced at all levels of the program

While Kissonock (1997) stated the objectives of international teaching practice as follows: 1) Overseas student teaching experience offers significant cross-cultural immersion, students are encouraged to stretch beyond their traditional zone of comfort—away from the traditional support networks of family, friends, and college faculty. 2) Students are on their own for the duration of the experience, unlike a study-abroad experience where they may be with other students from their own school or country, a space for empowerment due to increased self-efficacy is possible. 3) There are opportunities for increased cultural knowledge, a broader global insight and enhanced belief in the value of multicultural education by having interaction with children, other professionals and adolescents from diverse cultural backgrounds.

Kabilan (2013) highlighted that international practicum is to equip selected pre-service teachers with skills and expertise relevant to learning, educating and experience in the globalized world and in an international context. In addition to completing the objective of international practicum, it is also stated that it can be beneficial for the local people to see a new world of education from another perspective.

Kabilan (2013) developed a framework for pre-service teachers' professional development based on the benefits of international teaching practice. It includes (1) confidence in speaking and communication, (2) interpersonal skills, (3) New world views of education and culture, (4) Teaching confidence and skills, (5) adapting to new world culture.

Methodology

This study applies autobiographical approaches where researchers examine or share their own story (Barkhuizen, G., Benson, P., & Chik, A., 2014). The word "participant" is used here, therefore, simply to classify the person whose experiences are represented in the report. The participant writes the learning experience in a research project, and the participant also takes a role as the researcher. The participant creates the written text, interprets it and reports the results. This work is also explicitly autobiographical.

In order to explore PST's development gained from ITP, the data were collected narratively before the experience, during the experience, and after experience through diaries. The program took place in July – August 2019 in the summer holiday program. Both in Morocco and Indonesia, it was the time for students to break from regular formal school activity. The program is conducted within 4 weeks in total. Every week, participants teach 4 days starting from Monday, Tuesday, Wednesday, and Thursday. The duration of teaching and learning activity is 3 hours with 15 minutes for break time.

The participant who is also the researcher of this study is a 21-year-old female student majoring English Education Department in Indonesia. She was in the 7th semester of education year. Thus, she was spoiled with the theory of teaching and learning. She contributed volunteering

abroad as an exchange participant in an international program named global volunteer (teaching English) in Casablanca Morocco in 2019. Before joining the program, she has received some courses that allow her to get informed about teaching abroad including teaching English as a foreign language and cross-cultural understanding. Meanwhile, she never experienced teaching English classically at school.

As a member of an international youth organization, the participant had some occupations in order to support the productivity of the organization. In 2018, she got involved in a team to run a 6-week social project in Surakarta, Indonesia, concerning education that also involved exchange participants from other countries (Canada, China, Egypt, and Korea). She also accompanied the exchange participants to teach English at schools and conducted some activities in communities and other stakeholders. All the activities were about cultural exchange and English teaching and learning. In addition, she helped and supervised the exchange participants to organize the lesson plan as their guidance to teach at schools.

The program takes place in Casablanca, Morocco, North Africa. Casablanca is the largest and also the most polluted city in Morocco. The institution is concerned in education for orphaned students who can't afford a particular school. Thus, they conduct additional summer classes involving students to learn English and French. The participants teach in an English class where approximately 30 students are involved. The range of age of the students in a class is between 14 to 20 years old with a variative level of English knowledge. According to a 2012 survey by the Spanish Government, 98% of Moroccans spoke Moroccan Arabic, 63% spoke French, 43% spoke Amazigh, 14% spoke English and 10% spoke Spanish.

Researchers collected personal documents in the form of diaries regarding their teaching experiences from day to day for 4 weeks in Casablanca, Morocco. During the teaching program, researchers collect 5 diaries. The diaries contained the participant's ITP experience during her teaching in Morocco. It also described how her ITP experience improved her professional development.

In addition to diaries, researchers also collected visual documents in the form of photos during the teaching program in order to support the written diaries. The photos and videos represent the process of the participants doing reflection during the program.

As the journey of how international practicum influences a pre-service teacher, 1 year after returning home, the participant does the reflection. By means of open-ended questions, participants answer the questions by elaborating it in the form of narrative text. Researchers used data analysis techniques in the form of thematic analysis. Thematic analysis consists of reading data repeatedly, coding and grouping data, and thematic grouping (Barkhuizen et al, 2014). The diaries were based on the concept of Kabilan (2013) regarding the benefit of doing International Teaching Practicum which included 5 aspects: (1) confidence in speaking and communication, (2) interpersonal skills, (3) New world views of education and culture, (4) Teaching confidence and skills, (5) adapting to new world culture.

Finding and Discussion

Using the concept of Barkhuizen et al. (2014), it applies autobiographical approaches where researchers examine or share their own story through diaries and are supported by visual documents in the form of pictures as the report of the international teaching practicum (ITP) activities. The data were collected in three periods of time: before the experience (BE), during the experience (DE), and after the experience (AE). The study has been done by the participant who is also the researcher of this study.

Some of the perceived benefits that comprised the study's framework might have been accomplished through teaching practice in the pre-service teachers' own country; yet, this overseas experience presented them with unique chances. They learned to adjust to a new society and to value people's various worldviews. The fact that they were pushed to teach their subject to students who did not speak Indonesian was the most essential factor in their professional development. The fact that they were pushed to teach their subject to students who did not speak Indonesian was the most essential factor in their professional development. As mentioned by Ateşkan (2016), overseas experiences provide beneficial opportunities for pre-service teachers to teach students whose first language is not the same as their home country.

Stated by the participant as the Indonesian pre-service teacher, living and teaching in another nation was an honor. Her experience allowed her to be amazed by the challenges she encountered. Pre-service teachers gained knowledge of a new culture while also sharing their own way of life with their host country. In line with previous studies in this field (Ateşkan, 2016; Barkhuizen, 2007; Kabilan, 2013; Kabilan et al., 2020; Lee, J. 2011), the findings of this study suggest that pre-service teachers benefit from international teaching experiences in terms of developing professional abilities as well as increasing global awareness.

a. I feel more confident to use English for daily communication

She stated that she got nervous on the first day of work because she doubted her English proficiency. Seeing that she taught the class collaboratively with other 2 exchange participants (Algerian and British Chinese), she then considered that her teacher mates Pre-service teacher reported that she is more confident in speaking and teaching English than she was prior to her six-month international teaching practicum. *ad better English skills than hers.*

She then explained that, during her experience, she was spoiled by a supportive environment including the other exchange participants, the local teachers, local supervisors, and local students. She highlighted that she never failed to try to speak in English for her daily basics including in school because it is the only way to communicate with them.

*Most exchange participants are foreigners from Algeria, Tunisia, China, Egypt, Poland, Turkey, Russia. Since, all have different languages; we used English as a medium of communication. I also need to use English with my students since I don't speak either Arabic or French. Everyone here doesn't speak Bahasa so the situation forces me to speak in English. **Even though I have difficulty fully expressing myself in English (at first), I feel more confident to use it in public (now)** including in class presentations, focus group discussion, and daily communication with other people using English. My receptive skills in English have also improved. I can catch what they are talking about in everyday life like I talk to Indonesian.*

(DE 2, 29 July 2019)

She also stated that before present, she was afraid to make mistakes when speaking English. She was concerned about how people judged her English skill when she made mistakes. Thus, this environment, in Morocco, provided her with a challenging situation where she was forced to speak English even to make mistakes. Her confidence rose seeing that people in the project didn't judge her at all.

Kabilan (2013) from his research on six Malaysian preservice teachers participated in international teaching practicum in Maldives for six weeks, showed that they are more confident, particularly in speaking and using the English language to communicate. He also discovered that throughout their teaching practice in the Maldives, Malaysian pre-service

teachers had more chances to use English, which enabled them to enhance their speaking and communication abilities. The present findings seem to be consistent with the research which found that Indonesian pre-service teachers are more confident in speaking and teaching English than she was prior to her six-month international teaching practicum. There are similarities between the attitudes expressed by Kabilan (2013) in this study and those described by Ateskan (2016), Barkhuizen (2007) and (Kabilan et al., 2020).

b. I feel more confident to teach English

During the ITP, the pre-service teacher gained confidence and improved her teaching skills. First, she stated that before joining the program, she was doubting her skills in teaching since she never had an experience teaching English directly in class. She also claimed that even though she is from a teaching and education background, which should be familiar with forming a lesson plan, she was still unsure about preparing it for the class she would teach in Morocco.

*I have to be aware that I have no experience in English teaching children before. **This is even the very first experience for me to teach directly in class.** I am so afraid that I can't come up with a good teaching method, approaches, and material while teaching the students.*

(BE 2, 15 July 2019)

Observation of teachers, students, and lessons begins the work in schools that improves teaching confidence and skills. Pre-service teachers had the opportunity to watch direct teaching of students as well as collaborative/cooperative learning practices while observing their teacher colleagues in this program. One crucial factor in boosting their teaching confidence was the opportunity to put what they learned in theory in Indonesia into practice in Morocco, particularly practical work. These results agree with the findings of other studies, in which ITP improved PST teaching skills and confidence (Kabilan, 2013; Ateskan, 2016).

By learning from teaching experiences, she had during the program, she is more confident to take English teaching opportunities in Indonesia afterwards. Several things she learnt from her experiences including how to manage the class, how to make lesson plans, and how to do ice breaking. She also reported that the class she handled was so diverse that it included approximately 40 students with varied English proficiency. It was considered as the most challenging teaching activity she had during the program.

***After having experienced teaching abroad, I can say that I am more confident to teach English.** It is proven by taking some teaching opportunities here in Indonesia. It is because I learnt so many things dealing with teaching. I have realized that students come from different backgrounds, levels of knowledge, interest, preferences, and some other aspects that may be found out after some days I teach. It's not always talking about teacher to students but also teacher to teacher.*

(AE 4, 2 February 2020)

She has been introduced to some approaches (that she gained from the trial and errors during the class) that she continues to apply in Indonesia. She has also introduced some activities that suit the students' condition and also suit the topic learnt. She stated that she has experienced trying to teach students directly because she got the chance back then. She had the chance to try, try, and try. It also means that she got the chance to make mistakes in order to evaluate herself to make improvement.

c. I have engaged with the local people

The pre-service teacher indicated that her interpersonal skills improved as a result of her international teaching experience. Previously, she was worried about communicating with the locals. She wanted to mingle with the local teachers, local students, and the local supervisors. She was even afraid that she couldn't fit in with other exchange participants.

After class, she was always invited to have tea/coffee time in the office. She even ate some local snacks together with other local teachers, supervisors, and head supervisors. There were so many things to tell (they were so curious about her as a foreigner). They are always excited to meet and speak with her.

I also have engaged with all the supervisors, head supervisor, local teachers, organizing committee, and local volunteers here. After the class, one of the supervisors invited us to go to her house to have lunch together. She cooked for us another traditional moroccan food and I love it so much!

(DE 4, 21 July 2019)

She highlighted that it was so great to have a good relationship with everyone in Morocco including the supervisors, head supervisor, local teachers, local volunteers, and also the organizing committee. Since she has never been abroad alone, she realized that she had to make friends and be good to everyone because she had to survive without family and old friends. She was afraid before she met them, but once she got along with them, they always gave her a smile and treated her as their family. They always had something to talk about including the students, her experience so far in Morocco, life, culture, and everything about her country. It was so great to have discussions with people who are totally different in so many aspects (culture, background, age, races, education, etc). She gained so many insights from them

Another day, we also ate couscous together in the office and had so much fun. We ate in our own way (me with a spoon while they were with their naked hand). They also prepared milk as a couscous companion. So, today's happiness is togetherness with couscous. It's the first time for me to socialize abroad in this period of time.

(DE 5, 1 August 2019)

She interacted with local teachers, local students, and other exchange participants on a daily basis at school since the local teachers were always curious about her family in Indonesia. She participated in various activities inside the school including snack time after school, cultural party, farewell party, sport activity; and outside of school including teachers home visit, city tour, and culinary. She emphasized that she gained so much insight from having discussions with people who are totally different in so many aspects (culture, background, age, races, education, etc).

This was the participant's first encounter outside of Indonesia. She was separated from their families and forced to rely on their own decision. She lived in a shared apartment and worked at the schools in pairs. Students claimed that this arrangement enabled them to get used to living and working with people cooperatively, similar to Evans, Alano, and Wong's (2001) findings. Furthermore, in a study conducted by Scoffham and Barnes (2009), UK pre-service teachers in India indicated that being in a group outside of their home country encouraged them to be more tolerant and thoughtful toward one another.

d. I see new world views of education and culture

Since the pre-service teacher taught in the institution for orphaned students, she saw how they spent their time not only for studying and fulfilling their own life. They are also occupied to help their family survive. Thus, it's common for the students to not do

their homework because they have no time especially for english lessons that are not considered of great importance for their near future.

Some of morocco students have their occupation after the class. Some have to help their parents working at the market, selling some foods, being an employee, doing a part time job, and such. That's why the first time I gave them homework, some of them didn't finish it. That time I regretted their discipline in doing homework, but then when I asked them the reason, most of them just said that they don't have time to do homework while English is hard for them to do so they need longer time to finish it. Now I have to consider the homework I give because learning English outside of class is not common for them. They have another priority after the class which is working.

(DE 6, 23 July 2019)

The pre-service teacher found some different learning cultures because, unlike Indonesian students, it's common for students in Morocco to work after school. She also found that there were no regulations on the uniform and hair rules when going to school. These results are consistent with those of other studies and suggest that pre-service teachers were able to analyze and contrast different education systems, including schools, pupils, classrooms, resources, teaching/learning strategies, and teachers, by spending six weeks in an American school (Clement and Outlaw 2002).

e. I adapt to new working cultures

The value of home stays in a global teaching experience is well acknowledged (Bodycott and Crew 2001; Chaseling 2001). Students returned to Indonesia with a stronger awareness of a new culture after exchanging information with pre-service teachers and their families. The Moroccan folks were really nice and hospitable. Similarly, in a study conducted by Scoffham and Barnes (2009), British pre-service teachers regarded Indian people to be inviting and inspiring due to their enthusiasm and attention.

The pre-service teacher finds out some differences in terms of uniform and hair regulation for the students if it's compared to Indonesian.

I see a different culture of going to school with no uniform. the students wear their own outfit going to school, not even a specific rule (color, shape, fabric, style) stated on the regulation. it's common for them to wear shirts, dresses, or t-shirts, or any style they want. They also don't have to tie their hair like what Indonesian students have to do.

(DE 10, 26 July 2019)

Above all, she stated that she really enjoys the environment she taught in morocco including the students, the teachers, the supervisors, and also the other exchange participants who were also her teacher mates. Everyone in Morocco was really supportive. They always provide what she needs. For example, when she needed balls as the property for the activities, they handled it.

The students are all kind, welcome, and enthusiastic! They called me "teacher" every time they asked me. They always smile! I have Chacha who can speak Arabic and some students who are pretty good in English that can help me to teach them in English (to convey what I mean, my instruction, my order). The supervisors are all so kind and welcome. One situation when we all had a photo session outdoors,

Jia, Chacha, and I were treated like special guests. It was because they prepared 3 chairs specially for us to be the face of the picture.

(DE 12, 31 July 2019)

The different culture of greeting is also shown by the culture of kissing several times on cheeks. It shocked her at first because usually students only shake hands and greet by words. All the people at school always kissed her when she came to school. Until she knew that kissing was the way they respect other people (teachers, older people, special guests).

One unanticipated finding was on the preparation before the experience that the pre-service emphasized to be finally interested in joining the ITP. She mentioned that a year before the ITP, she joined an international youth organization affiliated with the university in Indonesia. The organization provides leadership development by getting involved in social projects. The project she contributed was concerned about quality education which involved exchange participants from China, Egypt, Korea, and Canada as

English teaching volunteers in Indonesian schools. Her occupations were planning the framework, supervising the progress, and accompanying the exchange participant during the project. It was challenging for her because it was her very first time to speak in English frequently for 6 weeks during the project but she was encouraged by her team to speak up.

She expressed that she was triggered by the exchange participants who could teach English voluntarily without having a teaching background in their home country before. She also saw how Indonesian students were impressed and interested with them as their English teacher for 6 weeks in school. She then considered doing the same thing which was teaching English abroad as she majored in English education department which was spoiled with both English subjects and teaching training as the common field. She alluded that she wanted to teach students from different countries, backgrounds, culture, and races as hers.

Since she barely spoke in English on a daily basis, she was encouraged to interact with the exchange participants often as she got a chance during the project. Not only at school, she also did activities with them outside of school including having lunch, shopping, watching movies, and city touring. Those activities made her realize that having international experience was challenging but interesting.

These unexpected findings corroborate the ideas of Cushner (2002), who suggested that international experience can alter the way students look at themselves and others. He highlighted in his study that international experiences allowed the doer to learn how to be accepting differences. He believes that there's something in common with people who are even completely different from the students by learning to listen and see what other people are interested in and to what they believe in. The ability to put oneself in another's shoes, promotes isomorphic attributions or similar perception about another's behaviors. This ability is essential for improving effective cross-cultural understanding and effective communication (Cushner & Brislin, 1996).

It is also encouraging to compare this case with that found by Aamaas et al., (2019) who found that receiving international students on teaching placements generated interest in the students and gave opportunities for internationalization at home country through exposure to a new culture and the exchange of ideas. He also highlighted that international teaching exchange is beneficial for the students in host entities for gaining new perspectives and intercultural competence. The international teaching placement attracted curiosity and

global participation among the students. These encounters amounted to an international experience without having to leave the country, which is a rare opportunity. The concept of "internalization at home" has received more attention in recent years in educational research (Beelen & Jones, 2015), and this long-term collaboration between schools and a foreign university could be an example of the benefits of such internalization, particularly in the area of intercultural competence (Aamas et al., 2019).

Another related new finding is about enabling her awareness of speaking confidence during her membership in the organization. Not only through the international social project with exchange participants, her speaking confidence has been raised by participating in some conferences, summits, and meetings, nationally and internationally, that allowed her to speak up. In the very beginning, to describe the organization, she highlighted how the supporting environment in the organization shaped her to be more confident to pop up bilingually in a forum. She emphasized that her participation in the organization motivated her to finally register to the ITP in Morocco. This aligned with the study of Yusuf (2020) that students have typically expressed positive thoughts about how organizational activity helps them improve their English-speaking abilities.

Conclusion

Pre-service teacher feels the benefit from International Teaching Practicum. The challenges during the experience can improve pre-service professional development. The international teaching practicum has important implications for pre-service teachers' professional development, particularly when the study is based on pre-service teachers who were taught in environments where English was not the primary language of communication. During the ITP, pre-service teacher can draw on her experiences and reflect on their teaching theories in Indonesia to solve challenges she encountered in Morocco. Furthermore, the ITP has provided them with new learning opportunities and the chance to reinforce excellent behaviors that she developed throughout the practicum.

International teaching practicum in Morocco allows PST to feel more confident to use English, to be easily more engaged with other people from different backgrounds and culture, and to be more confident to teach English. Another benefit that the PST feels by joining ITP is adapting to new working cultures. Although it doesn't seem to be significant compared to the home country's, PST could have a view that supporting working culture brings on joy to teaching. Moreover, PST could have the opportunity to see new world views of education and culture. It also didn't show significant differences from Indonesia, but PST could see something different from Moroccan students' way of learning and thinking.

The outcomes are comparable to those of other international internships, demonstrating the importance of such opportunities for all parties involved. Students, teachers, educational institutions, and countries would all benefit from more of these programs being developed and supported.

a. For the preservice teacher

The PSTs can actively look for opportunities that allow them to experience international practice in terms of teaching in some particular fields. PSTs can participate in organizations, communities, or some assemblies that provide supporting environments to trigger PSTs to be curious about global education. In

addition, international exposure is needed for PSTs to broaden their views on education they will face in the near future.

b. For the organization

It will be better and more organized for both parties (host school and PST) if the organizing committee holds a kind of preparation seminar to deliver all the things need to be prepared and known including the students' background, level of English, how many classes, the working hour, the material should be delivered, the job description among the exchange participants. It could also describe whether they will be accompanied by local teachers or not, and other things that can be predicted and prepared. That way, ITPs can make the teaching process better starting from day one.

Another implication can be considered by the institution choosing the stakeholder from the host country that has a significant difference on the working culture. Thus, the PST will have a chance to feel the diverse environment while working. ITPs could also be conducted in a country that is in desperate need of educational support especially in English and cultural learning. That way, the PSTs can feel more impactful through their teaching contribution as well as learning to be ready to teach directly in the challenging environments (different culture, background, education system) and as an expected teaching human resource.

c. For the institution

It is expected that all the institutions can afford an international teaching practicum program to support the PSTs experiences development. Meanwhile, it would be hard to provide all students with an international teaching experience overseas considering ITPs are clearly expensive (if it's self-funded), and they may not be feasible for every institution to fully fund the whole requisite. Thus, we can bring international experiences to local settings. Pre-service teacher education programs may contain activities akin to some of the above-mentioned perceived rewards for colleges that cannot afford such experiences. They could, for example, welcome international visitors and/or visit international schools during local teaching practice. This can be accomplished by assigning international students and lecturers to faculties as visiting teachers/scholars and fellows, and organizing learning and non-academic activities that would involve them in a community of practice, which would include both lecturers and PSTs.

Another option is to build web-based relationships with international schools using modern technological advancements, where pre-service teachers communicate with instructors, students, and other school employees via social media. By having e-pals with whom they exchange experiences, pre-service teachers can learn about diverse cultures and the lives of people in other nations.

The learning during the class helps PST in implementing the theory to be practiced when teaching directly in the field. Thus, it is better for the institution to prepare more material and to open more perspectives regarding global education. PST should be introduced with other countries' education systems, not only in Indonesia. Sharing sessions could be one of some ways to enlarge their knowledge about diversity even in education so that they will be prepared to teach at schools where the background and cultures are different from theirs.

For future research, a longer ITPs (between 10 and 12 weeks) should be planned so that pre-service teachers can more effectively and accurately self-evaluate their overall performance as well as monitor their students' learning. It is also suggested to involve more participants from different countries so the result can be seen from more perspectives.

During the pandemic, to keep up with the online era, the study could explore ITP that is performed virtually from home. It can also be the idea for future research with different methods and different theories.

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