

International field experience for preservice teachers: A case study of undergraduate students in a TESOL practicum in Korea

By

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Abstract

This qualitative study explores the experiences and perspectives of TESOL preservice teachers on their international field experience in Korea. During this faculty-led, short-term internship program held in Korean EFL secondary classrooms, undergraduate students from both education and non-education majors underwent personal and professional transformations. In-depth interviews and reflective journals of the five focal participants as well as the researcher's ethnographic observations – from the pre-departure preparations to post-arrival meetings with the participants – regarding their teaching and learning experience through the practicum abroad were analyzed to examine their development in teacher identity (trans)formation and teaching quality construction. The findings discuss the dynamics of TESOL preservice teachers' identity formation and teaching quality building during their immersions and interactions within a new culture and a teaching context. Drawing from Wenger's (1998) well-known concept, 'community of practice,' and teacher education studies, this study argues for teaching quality development for preservice teachers who will be working with diverse student populations in their careers. The preservice teachers' field experience beyond their cultural context provided them with meaningful opportunities for their teacher identity (trans)formation and intercultural awareness development to be prepared for culturally and linguistically diverse learners in their future classrooms. Implications for teacher education are delineated along with recommendations to promote further research in TESOL teacher education through international field experience.

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CHAPTER 1. INTRODUCTION

With a continuously growing population of English Language Learners (ELLs) and burgeoning interest in the field of Second Language Teacher Education (SLTE) over the world has come a significant impact on the pedagogical and research domains of Teaching English to Speakers of Other Languages (TESOL) (Canagarajah, 2016). According to the Cambridge Guide to TESOL (Nunan & Carter, 2001), TESOL is an acronym and an umbrella term that covers educational contexts in which English is taught as a Second Language (ESL or L2) as well as a Foreign Language (EFL). The term is also referred to as English Language Teaching (ELT), but not for disciplines of Teaching English as a first or native language (L1). English for Speakers of Other Languages (ESOL) is a more widely designated term used in the United States. In contexts where English is predominantly learned and taught as a second language such as the United States, Canada, Australia, or New Zealand, 'ELLs' is used to stand for learners of English as their L2.

TESOL in the United States

The U.S. Department of Education (2015) reports that ELLs “participate in appropriate programs of language assistance, such as English as a Second Language, High Intensity Language Training, and bilingual education to help ensure that they attain English proficiency, develop high levels of academic attainment in English (n.p.),” and also “meet the same academic content and academic achievement standards that all students are expected to meet (n.p.).” The Department also reveals that the demographic proportion of ELLs in public schools grew from 8.7 percent (approximately 4.1 million) in school year 2002-2003 to 9.2 percent (estimated more than 4.4 million) in 2012-2013. In the U.S., the majority of ELLs are immigrant children. This fastest growing youth population (Daniel & Percy, 2014; de Jong, Harper, & Coady, 2013; Percy & Martin-Beltran, 2012; Sehlaoui & Shinge, 2013) is transforming the present American school system into a center of cultural and linguistic

diversity (Ates, Kim, & Grigsby, 2015). This population must gain English language and subject matter proficiency concurrently (Fritzen, 2011; Janzen, 2008).

According to the mandatory language support legislation enacted by the U.S. Supreme Court (*Lau v. Nicholas* case) in 1974, schools are compelled to provide ELLs quality education and equal opportunity with supplemental language instruction in conformity to the Court's decision (Haneda & Alexander, 2015). School districts are obligated to maintain such language support until ELLs are determined to have achieved equivalent proficiency as their peers in "mainstream classrooms" (Haneda & Alexander, 2015, p. 149). In order to teach these students, mainstream teachers are encouraged to articulate classroom instruction that may benefit both English language and content knowledge of subject matters (DiCerbo, Anstrom, Baker, & Rivera, 2014; Lucas & Grinberg, 2008). Research shows that, without adequate support, ELLs do not often gain language competence that correspond to mainstream subject contents even though they take the same classes with native English speaking peers (Diaz-Rico, 2008). Diaz-Rico (2008) argues that ELLs may not simply be thought of as "One who is taught by an ESL/EFL teacher" (p. 2). Within fully mainstreamed ESOL context, ELLs also participate in a class whose teacher takes responsibility primarily to provide quality education for content knowledge in English even if the English learners in their classroom are not determined to be entirely bilingual. Therefore, many preservice or inservice teachers in K-12 settings in the U.S. consider obtaining an ESOL endorsement in addition to their licensure before beginning or while in their profession in order to meet the needs of ELLs (Sehlaoui & Shinge, 2013).

To accommodate more specific needs of ELLs learning academic content in English with their native-speaking peers, 'sheltered instruction (SI)' (Krashen, 1985) was introduced as a new approach (Mac ías, Fontes, Kephart, & Blume, 2013). A form of content-based

instruction¹ (Fritzen, 2011), SI stands for the aim of providing a ‘refuge’ for “students with diverse linguistic backgrounds from English-only mainstream instruction (p. 84)” as well as developing ELLs’ learning strategies for both subject matters and English language. SI enhances the accessibility of core curriculum for ELLs who are constantly in the process of achieving the same level of English language proficiency as their native-speaking counterparts (Macías et al., 2013).

Due to the considerable amount of cultural and linguistic diversity that these ELLs bring into the classroom, the need of developing curriculum and instruction for teacher education to prepare preservice teachers in TESOL has become imperative over the last two decades (Ates et al., 2015; Daniel, 2014; de Jong et al., 2013; Sehlaoui & Shinge, 2013). Daniel (2014) argues that learning opportunities are necessary for teachers in TESOL to teach and support ELLs more effectively. Therefore, the more extent of research in times and methods for teacher education programs is needed to underpin this crucial notion that effective teaching quality is a key factor for ELLs’ achievement (Jimenez & Rose, 2010), and the quality of effective teachers can be enhanced through teacher education (Darling-Hammond, 2000a). It is necessary for TESOL or mainstream preservice teachers to consider that each teacher’s accountability for an individual learner’s diversity of characteristics, skills, and performance in ESOL classroom addresses the essential matter of multicultural school populations today (Sehlaoui & Shinge, 2013). Teacher training programs for both ESOL and mainstream teachers also need to provide student teachers with opportunities for practical experiences as well as pedagogical methods courses. Preservice teachers, whether they teach English as an L2 or use it as a medium to teach ELLs in a sheltered classroom in the U.S.,

¹ Content-Based Instruction is a language teaching approach that is concerned on what is being taught through the main language used in the classroom instead of the language itself. The language functions as the medium by which the subject matters are taught (Stoller, 2002).

should be engaged in contemplating “the ideological forces that are present in their classrooms, schools and communities and in empowering their learners with the language knowledge and skills they need to be able to function as moral agents in society (Richards, 2008, p. 174).”

To illustrate the introductory overview of the present study, the remainder of the first chapter provides key aspects of the academic program and the educational context in which the research was conducted.

Summer TESOL Practicum in Korea

As co-founders and co-directors of the Summer TESOL Practicum in Korea (hereafter STPK) at a mid-size research university (MidU) located at the Midwestern United States, Dr. Jiyoung Lim and Dr. Kelly Wright designed and launched this program in fall 2014 with the goal of cultivating competent teachers in TESOL (A regular practicum course offered by the department of Curriculum and Teaching in School of Education at MidU: Curriculum and Teaching 491 – see Appendix A, p. 181). Having been devoted faculty and researchers in the TESOL program in the department of Curriculum and Teaching, School of Education, both professors view interdisciplinary aspects of Teaching Practice (TP) with Study Abroad (SA) as an effective implementation of teacher education curriculum for preservice teachers (Brindley, Quinn, & Morton, 2009; Cahn, 2014; Cruickshank & Westbrook, 2013; Gleeson & Tait, 2012; Kabilan, 2013; Lee, 2009; Malewski, Sharma, & Phillion, 2012; Sharma, Rahatzad, & Phillion, 2013; Tomaš, Farrelly, & Haslam, 2008; Trent, 2011a; Trilokekar & Kukar, 2011).

As a faculty-led international teaching internship program for future K-12 ESOL or English language teachers in ESL or EFL settings, STPK began its first implementation in summer 2015 and was sponsored by the Study Abroad Office at MidU. Nine undergraduate applicants were selected, and more than half of the students received a scholarship from

‘Freeman-ASIA’ (Institute of International Education, 2016), sponsored by the Freeman Foundation, a private organization in Hawai’i. The program was completed with an extensive amount of satisfaction by the participants and the faculty and students of the high school in which the student teachers were placed for their practicum (Cho & Peter, 2017). Most of the students stated that it was an incomparable experience for both of their life and future career (Cho & Peter, 2017). The successful results of the program resulted in the subsequent implementation of the program in the summer of 2016.

Fourteen undergraduate students were selected for the program in 2016, and they all were received a scholarship for their internship in an East Asian country. The practicum sites were private high and middle schools located in a suburb of southeast Seoul, the capital of Korea, about seventy miles away from the city center. The foundation of the school has three different facilities – a middle school, high school, and an English-Business specialized high school – on a vastly large campus. The designated high and middle school for this program were female exclusive schools. Dr. Lim, a former middle school English teacher in Korea and a Ph. D from a U.S. university., and Dr. Wright, a long-term faculty advisor of TESOL practicum at with numerous international teaching experiences, took a laborious process in selecting the site and designing the program logistics. They have effectively blended their extensive knowledge of ELT in Korea and university-based TESOL education. They intend to provide preservice teachers with practical knowledge of ELT within global perspectives and meaningful cross-cultural awareness as a course of effective teacher education (Darling-Hammond, 2008) through this program.

The length of the program was six weeks from late May to early July, and the participating students spent the first few days on the orientation and observation in the practicum site. The rest of the program was comprised of collaborative lesson planning, and project-based tasks while simultaneously working on the individual or in-pair teaching practice. The

participants' majors of study at MidU ranged from early childhood education with ESOL endorsement to East Asian Language and Culture focused on Korean language and culture. Each member was expected to gain invaluable knowledge for their future career goals within a professional teaching community abroad throughout the program's academic and living experiences. Also, the excursion experiences in Seoul and other attractive spots helped them gain broader perspectives of viewing diversity in the future – however, this study put an emphasis on their experiences at the practicum site per se.

ELT Context in Korea

As a component of nationally mandated foreign language requirements, English education in Korea has influenced many different fields of Korean society. It has a long history in Korea, which can be divided into three consecutive periods – the Joseon dynasty, the Japanese colonial period, and the National Curriculum period (Chang, 2009). Chang (2009) delineated that the first English education began “with the opening of a public institute named ‘Dong Mun Hak’ in 1883 (p. 84)” in the period of Joseon dynasty². It was an era of moderate opening to some of the Western European countries and the United States, so the government came to realize the emergent need of educating communicative competence in other languages for the officials in commercial and diplomatic divisions so they could administer global trade and foreign relation affairs. The primary purpose of the institute ‘Dong Mun Hak,’ however, was to cultivate expert interpreters of Korean into foreign languages whose instructors were native speakers of each target language using the Direct Method (Chang, 2009).

Another public academic facility was ‘Yuk Young Gong Won’ in 1886, which was initiated based on more extracurricular purposes compared to its predecessor (Chang, 2009).

² The Joseon dynasty was a Korean kingdom lasted for approximately five centuries (BC. 1392 – 1897).

The second model was more developed in curriculum and had more qualified American instructors. It aimed to educate sophisticated young individuals with a wide range of knowledge in western culture and languages, especially English. A third facility, 'Royal Foreign Language School' implemented task-based teaching approaches to educate modernized intellectual Koreans in 1893. They started hiring competent Korean instructors as well as their native counterparts. Meanwhile, the roles of missionary schools in the age were geared significantly to furnish advanced English education in Korea. Within the Bible sheltered instructions, missionary schools such as Young Mens' Christian Association and many other secondary schools, as antecedent models of the current prestigious higher education facilities, extensively influenced the current aspects of Korea's modernized education.

During the colonial period³ from 1910 to 1945, Japan brought a massive amount of changes into overall language education policies of Korea under the Protectorate Treaty, a compulsorily agreement, which they had forced Joseon Dynasty to sign without revealing their deceptive rules in 1905 (Kim-Rivera, 2002). Japan employed a hybrid education system not only for ELT but for all academic content in Japanese as well, with Japanese as a primary required subject. They closed all the public language institutes in order to launch their language as the first tongue in replacement of Korean. However, the mission schools were excluded from the colonial government's massive suppression, so they could maintain English education with limited support. Since the end of Japanese colonial rule (i.e. the end of World War II), the Ministry of Education in Korea has provided English education embedded in the mainstream subjects of the National Curriculum (Chang, 2009; Shin, 2012). English education is now underscored by the National Curriculum (2008) as a powerful

³ Korea under Japanese colonial rule began in 1905 to be exact, under a protectorate treaty offered by Japan. The period had lasted by the time Japan surrendered to the Allied Nations in 1945 (Kim-Rivera, 2002).

means of “international and intercultural communication (Kim & Kim, 2014, p. 15).” In this regard, the National Curriculum has attempted “focus change (p.57)” in ELT methods from traditional grammar-translation and reading-only to Communicative Language Teaching (CLT) (Yim, 2016).

Nowadays, the status of English education in Korea has risen significantly and is elevated every year (Park, 2009; Rüdiger, 2014). Many Korean people, including adult learners who pursue their goals for career development, or parents who take their children’s education most seriously, invest a large amount of time and financial resources in English education (Vasilopouls, 2012). Since this social phenomenon towards English education in Korea is seen as extraordinary to other countries, it is even called as “English Fever” (Park, 2009, p. 50). This has made the field of English education a tremendously flourishing economic market and a prevailing research domain in Korea (Hsieh, & Kang, 2010; Park, 2009; Vasilopouls, 2012). Byean (2015) argues, due to “the neoliberalizaion⁴ of education (p.869)” for the past two decades in Korea, the marketized education and intense competitiveness towards English between schools, students, and teachers are produced. English is now pursued not only as “the meritocratic tenet of neoliberal capitalism (Byean, 2015, p. 869)” but also as the signifying tool for an individual socioeconomic excellence in Korea and in globalization (Piller & Cho, 2013). Consequently, the long-term governmental efforts to develop communicative competence by situating CLT approach (Byean, 2015) into the classrooms have been demonstrated as, representatively, hiring native English speaking teachers. This is one of the significantly considered aspects when designing this program.

⁴ Neoliberalism (Byean, 2015) represents “the corporatization of the state, but also the commodification of the individual subject (p. 869).” Education (English to be specific) is “a key site for the production of the ideal neoliberal subject, an autonomous, flexible, and creative human being who is well prepared for global competition (p. 869).”

The Organization of the Study

Although the extensive body of literature about study abroad found is focused on intercultural awareness development among student or teacher participants, a paucity of research about the complex process of experiential learning and transforming identity of preservice teachers in specific contexts, such as international settings, has been discovered in the field of TESOL (Malewski et al., 2012). To address this gap, this study will be conducted by incorporating cross-cultural experiential learning into the teacher training curriculum with a multifaceted rationale.

The current study at first began describing the general overview of physical and circumstantial contexts – TESOL education in the United States, STPK program at MidU, ELT context in Korea – in which the research was designed and the data will be collected. The following chapter provides literature reviewed to meaningfully conceptualize the themes as a framework for the whole study – historical accounts of Second Language Teacher Education (SLTE) and effective teacher education in TESOL, overseas teaching practicum and study abroad, and multifarious aspects of identities among preservice teachers through sociocultural theories. Chapter 3 delineates why and how this study is conducted and analyzed, including the detailed information of research methods and participants. The chapter also addresses multidimensional and interdisciplinary potential implications of this study as a promise side, and unavoidable challenges as a pitfall side.

Chapter 4 and 5 explicate what the participants have learned and experience with regard to sociocultural perspectives and teaching quality development by building their intercultural sensitivity as TESOL educators through the program participation based on the researcher's interpretation. Chapter 6 discusses the findings from the research conducted in the practicum site by delineating responses to each research questions. Finally, Chapter 7 presents a summary of the whole study along with implications, limitations, and suggestive

recommendations.

Definition of Key terms in the Study

Community of Practice: Community of practice is a group or groups of people who share learning or working within regular interaction and collaboration (Lave & Wenger, 1991)

EFL: English as a Foreign Language (see p. 1)

ELLs: English Language Learners (see p. 1)

ELT: English Language Teaching (see p. 1)

ESL: English as a Second Language (see p. 1)

Inservice teachers: Teachers who currently teach in K-12 settings

Practicum participants or Teacher candidates: Both of the undergraduate students from education and non-education majors who participate in this program

Preservice teachers: Undergraduate students in education majors in preparation to be placed in K-12 settings upon completion of their program

TESOL: Teaching English to Speakers of Other Languages (see p. 1)

CHAPTER 2. CONCEPTUAL FRAMEWORK

In this chapter, three overarching concepts are examined to underpin the foundational constructs of this current study. It begins by discussing what we have to view in order to discover the necessary elements for effective language teacher education in the section of ‘Teacher Education in TESOL’. How the research on language teacher education has been developed to redefine significant characteristics of teacher education in TESOL is elaborated in connection with both language teacher and general teacher education to show a general overview of the contemporary language classroom.

Three subordinate categories of ‘Teacher Education in TESOL’ explain more detailed aspects of teacher education in TESOL; (1) introductory information about Second Language Teacher Education (SLTE); (2) Preservice teacher education in TESOL discussed as a more specific process of theory into practice and; (3) why teacher education in TESOL should emphasize the need of teaching quality and teacher effectiveness to help teachers better prepare for the growing number of diverse ELLs and for the internationalization of education in the USA. The second section, ‘Overseas Teaching Practice,’ reviews previous studies regarding teaching practice abroad in order to detect the extent of evidence to clarify the objectives of this study. The literature for FL in Study Abroad (SA) context is also reviewed to discuss later the process of FL among some of the participants in this study as Korean learners. And in the third section, ‘Teachers’ multifaceted Identity’ in conjunction with their laborious efforts of meaning-making in classroom and their professional growth through sociocultural perspectives are delineated with; (1) Teacher identity within large themes of personal growth among preservice teachers; (2) how professional identity constructed and used as an invaluable resource in their career field ; and finally, (3) social identity among their collaborative learning through the conception of ‘Community of Practice (Lave & Wenger, 1991; Wenger, 1998)’ in a situated learning context. How a constructed sense of

belonging among preservice teachers can help them develop dynamic participation in which they are going to be involved is also examined.

Teacher Education in TESOL

The foundational body of conceptions for research on TESOL teacher education can be traced to theory base of Second Language Acquisition (SLA) or Applied Linguistics (Crandall, 2000). According to Crandall (2000), traditional teacher education regards teachers as “passive recipients of transmitted knowledge rather than active participants in the construction of meaning (in learning by reconstruction)” (p. 35). She also affirms that neither “transmission, product-oriented theories” nor “constructivist, process-oriented theories” have been concerned with “the thinking or decision-making of teachers” (p. 35). Therefore, the body of research regarding critical components of teacher training that encourages language teachers to reflect themselves and students they teach within psychological and sociocultural perspectives has been scarce for educational researchers in the field of interest. For teachers working with ESL/EFL learners and any associated parties in which outcome-oriented goals are their main concern, teacher education in TESOL could not examine aspects other than developing effective language teaching methods (Milambiling, 2001). Milambiling (2001) reveals that the traditional teacher education was unable to prepare teachers for diverse students in various settings. Gaudelli and Ousley (2009) also report that traditional teacher education organizations prescribing the role of teacher assert that a good teacher is, among the diversity of conceptions, “generally [...] a person who sufficiently knows content, pedagogy, and student cognitive and emotional development is able to be effective in a classroom” (p. 931).

In the present time, if a country actively participates in the world economy and has a connection to information and technologies that bring it a strong foundation of social and economic growth, national English language education is regarded as a vital element of its

public wealth (Burns & Richards, 2009; Richards, 2008). Richards (2008) argues English teaching and English language teachers accordingly are engaged at the center of this whole scene. Therefore, an expanding demand for qualified English teachers and advanced teacher education programs becomes salient, in particular for the preservice teachers, their effective preparedness, and professional development in the enterprise (Burns & Richards, 2009).

Unlike other disciplines with a long history, TESOL is comparatively young and the form of current TESOL has only been recognized since 1960s (Richards, 2008). Richards (2008) explains reasons for the emerging attention on TESOL at that time:

It was during the 1960s that English language teaching began a major period of expansion worldwide and that methodologies such as Audiolingualism and Situational Language Teaching emerged as the first of a wave of new methodologies to reinvigorate the field of English as a second or foreign language (p. 159).”

Applied linguistics has also been one of the overarching disciplines of English language Teaching (ELT) for the same duration, and “a body of specialized academic knowledge and theory that provided the foundation of the new discipline (p. 2)” came with it (Burns & Richards, 2009). Curricular programs for TESOL teacher education such as MA in TESOL (Master of Arts in TESOL) programs at many institutions in British and North American countries offer this knowledge. Their courses contain language analysis, learning theory, pedagogical methodology and sometimes a teaching practicum.

To begin with, a history of teacher education in TESOL housed in the academic field of SLTE is unfolded. The following subcategory, ‘Preservice Teacher Education in TESOL,’ delineates the significant facets of preservice teacher education in TESOL, especially why the conception of ‘Theory into Practice’ needs to be underpinned within professional development programs for teachers. Finally ‘Teacher Effectiveness and Quality’ accounts for how effective teachers and their teaching quality play a vital role in classrooms and how

effectiveness and quality can be applied as essential matters for preservice TESOL teachers' preparation for understanding the diversity of ELLs.

Second Language Teacher Education

The term, 'Second language teacher education (SLTE)' was first coined by Jack Richards (1990) to conceptualize preparing second language (L2) teachers with training and education in the discipline (Wright, 2010). As an early guidebook for SLTE, Richards (1990) affirmed that SLTE must provide the student teachers or novices with opportunities to master expert skills and competent knowledge and to ascertain the fundamental rules which effective teachers utilize to work. According to Wright (2010), SLTE programs, in general, are organized with a comprehensive blend of "curriculum aims," "a range of learning experiences, affecting decisions about the choice of 'training materials' and 'teacher education pedagogies,'" and "evaluation/assessment procedures" (p. 262).

In accordance with the growing demand to learn English as a lingua franca for globalization worldwide, Wright (2010) claims that more competent teachers and teacher training in SLTE have become the sine qua non. That is, the rising need of developing advanced economy and communications in the globalizing world has expanded manifestations of teaching and learning the English language. In his review of recent research on SLTE on practice, Wright (2010) summarizes three mutually dependent components in the pedagogy of SLTE as, "the teacher as learner of teaching," "schools and schooling as social contexts of teacher learning," and "the pedagogical process of language teaching and learning" (p. 266) based on what Freeman and Johnson (1998) argued. The characteristics of theories in SLTE are well delineated in Wright (2010)'s article as:

1. An emphasis on the student teacher's **LEARNING** to teach, and becoming a **THINKING** teacher.
2. This, in turn, means a great deal of **REFLECTIVE ACTIVITY** programmed into

learning experiences, often with written records in the form of journals or diaries.

3. This also entails a commitment to student teacher INQUIRY – into one’s own beliefs and narratives, and into the professional contexts of teaching and learning for which [student teachers] are being prepared.

4. It has resulted in the appropriation of pedagogies from adult education whose central idea is LEARNING FROM EXPERIENCE (p. 273).

Richards (2008) reveals that the nature of teacher training has been reconsidered as a replacement of the contrastive aspects of training versus development thus far. This refers to the presentation of “socialization” with professional reasoning and the application of “a community of practice” (Richards, 2008, p. 160). Richards also (2008) tells that the discipline of sociocultural theory (see Lantolf, 2000) and teacher cognition (see Borg, 2006; 2009) influence SLTE now as well. Current SLTE and other language teaching related fields also have been affected by “*critical theory* and *critical pedagogy*” that draw thoughts upon “the *hidden curriculum*” often situated under administrative and curricular systems of teaching (Richards, 2008, p. 173).

The complete acquisition of certain skills and proficiency were traditionally viewed as a vital component for quality teaching (Burns & Richards, 2009). Burns and Richards (2009) affirm that qualifications for trained teachers have been provided by accredited training colleges or organizations, and programs for teacher development have been shown as preparing experts of Applied Linguistics. However, they (2009) contend that the practical knowledge or language teaching skills have not been presented as a valuable asset for qualified teachers in typical MA programs offered by universities and the like. Burns and Richards (2009) add that an increased “level of professionalism in ELT today” (p. 2) is commonly observed, which is considerably higher than previously, by suggesting;

The meaning here is threefold: ELT is seen as a career in a field of education

specialization; it requires a specialized knowledge base obtained through both academic study and practical experience; and it is a field of work where membership is based on entry requirements and standards (p. 2).

They (2009) delineate that ELT professionals are regarded, basically, as providers of professional ways to prepare qualified language teachers, along with continuing efforts towards becoming developers of ELT standards, contributors of academic periodicals, and associated members of conferences and organizations of the profession.

Johnson (2009) also argues that the current trend of epistemological perspective shifts on learning have reconceptualized the growing body of research on the nature of L2 teachers, by describing that educators in SLTE, have become aware that “the normative ways of acting and interacting and the values, assumptions, and attitudes that are embedded in the classrooms where teachers were once students (p. 20)” construct the system of their profound reflection in regards to themselves, learners, teaching practices, and the process of teaching and learning.

Preservice Teacher Education in TESOL

A practicum in teacher education is a field experience that provides a supervised professional setting for prospective teachers to practice based on specially designed guidance and courses (Crookes, 2003). The supervisors are comprised of a faculty from the practicum course and an experienced teacher at the school site for the practicum. It offers opportunities for student teachers to participate in practical scenes in the field where authentic interactions take place (Grossman et al., 2009). This involvement precipitates integrated manifestation of theory and knowledge combined with applied principles and practices of the real world (Allsopp, DeMarie, & Alvarez-McHatton, 2006). Common objectives for the practicum courses are generally focused on developing an individual’s pragmatic and reflective skills in a professional work environment such as understanding, application, problem-solving,

interaction, participating, and professional perceptions – seeking professional identity and commitment to career (Crookes, 2003).

To discuss the teaching practicum as an individual's professional development in teacher education and the field of TESOL as well, the important feature to consider is that participants can achieve a wide range of practical field knowledge and decision making as well as problem-solving ability through the ongoing process of applying theory into practice. And they can experience 'authentic interaction' with co-teachers, supervisors, and students prior to placement to the real field. These central roles of a practicum for teachers and their professional development are unfolded throughout the discussion of this subcategory.

Ferrier-Kerr (2009) notes that the teaching practicum is one of the most effective experiences teacher-in-training students should consider. It gives preservice teachers the opportunity in the field through which they can grasp insights such as multiple problem-solving techniques. She argues that in this dynamic frame student teachers can fulfill their inventory of knowledge with professional assistance provided by an integrated group of trained education facilitators, from their faculty supervisor to co-teachers in the school they are placed. Another key element of the practicum for student teachers is learning from the field experience how to build "a professional relationship" (p. 790). She delineates that the practicum gives an opportunity for student teachers to organize different forms of professional relationships that affect supervising teachers. This helps student teachers greatly in their professional development and intellectual growth. However, constructing this relationship is an ongoing and complex process continually to be refined and complemented. Both preservice and supervising teachers exchange various and different understandings, perspectives, and knowledge during the practicum, while more helpful assistance of expert teachers is being delivered to the novice student teachers in many problem solving and decision making situations. It is, however, "a reciprocal commitment to each other's

development and professional learning” (p. 790), in which associated participants help one another to become a competent professional in the actual field. Therefore, this professional relationship helps both inservice and preservice teachers develop their knowledge in general as well as professionally and intellectually to a great extent. In this respect, the practicum is a significant site for preservice teachers to be able to learn such invaluable lessons that are hardly given through theory-based instruction.

Haigh, Ell, and Mackisack (2013) argue that it is advisable worldwide for initial teacher education programs to have professional learning opportunities through a practicum as one of the core elements. The authors argue that a practicum offers reliable access for teacher-to-be students to enter and get the benefits of teaching practice in the professional field prior to having a career, which also gives a valuable opportunity for them to raise professional responsibility for education in general. By completing a practicum, student teachers are also able to discover aptitude and evaluate themselves as an eligible teacher candidate. Haigh and the colleagues once again remark that the significant role of a practicum in teacher education by highlighting its value in the field for assuring effective teaching quality as a readiness for preservice teachers (Zeichner, 1990 cited in Haigh et al., 2013).

Smith and Lev-Ari (2005) conduct a survey at a teacher education school in Israel with four-hundred eighty teacher-to-be students. The institution is the nation’s biggest by enrollment, and the students were asked to give responses for 68 close-ended questions asking to rate the elements that teacher education programs provide for teacher applicants in terms of professional preparation or supporting maintenance while working on the practicum. The authors discuss the significant value of the pragmatic aspect in teacher education as a main theme, which participants rated the most important in comparison to other components such as content subject courses, education and pedagogy theories, and other activities off-the-course. The practicum, as the first step for preservice teachers in their professional journey,

has been situated at the core of teacher education for the whole time since the teacher training began. The authors (2005) explain the practicum of old times, “[w]hen most teachers were educated in a form of apprenticeship, students of teaching spent their time in school observing an experienced model before engaging in their own practical experience” (p. 289). They reveal that this grand portion of practicum in teacher education became decreased since the applied science came into play as the main category of teacher education. However, with teacher education applied into theories, the practicum also continually gains larger attention with theories of pedagogy regarding how to apply ‘theory into practice’. They emphasize the meaningful roles of a practicum that ties theory to practice in teacher education and through which preservice teachers learn independence and responsibility, and gain competent expertise as a professional. Moreover, Smith and Lev-Ari also address the importance of learning interaction during a practicum. According to them, practice of teaching can be applicable to any condition for its fluidity of building up both intellectual and professional strength for teachers. Every area needs customized theories and knowledge for practice, which makes a teacher a designer who combines sources and presents them as complete goods. Student teachers can become more competent and professional by learning how to teach while supported by active social interactions with theory educators, cohorts, and the proximate group as family and friends.

To study what elements make ‘a good practicum,’ Ulvik and Smith (2011) examine the practicum in ‘a one-year postgraduate teacher education program (PGCE)’ in Norway (p. 517), according to the shared views of students, practicum field supervisors, and faculty supervisors. As many other authors do, they contend that many education professionals value ‘practice’ and ‘practical experience’ in teacher education as one of the most essential components. They explain that the major purpose of a practicum is giving opportunities for student teachers to experience practical scenes and to do work based on theories they have

learned. This is an imperative process for preservice teachers to develop teaching skills and professional knowledge, which the authors referred to as ‘phronesis,’ from ancient Greek philosophy. Phronesis, according to the authors, is not achieved or transferred from theories or lectures, but is only fulfilled by an individual’s endeavor in practice under the guidance of the more experienced, such as a supervisor. To develop one’s level of knowledge further, this process is indispensable. There is a critical role of interaction in teaching practicum that supports novice students moving toward the professional world. However, Ulvik and Smith (2011) assert that this crucial process of building professional knowledge even within interaction should be complemented by an individual student’s own constant self-reflection, thorough examination of feedback advice, and an ongoing process of reconstructing theory with practice and interaction. With this pivotal thought in consideration, the field experience may provide preservice trainees with optimal conditions for preparation now and hopefully for the future.

In McKay (2000)’s case study of five Japanese students’ experiences of the practicum in an MA TESOL program in the US, she claims that more thoughtful consideration for the placement of a practicum site and how to provide proper mentor or feedback service for reflection were needed in the program. These findings suggest that MA programs can give more worthwhile opportunities for the participants if everything is fulfilled as McKay (2000) described. Notwithstanding the limitation of being generalized to all practicum in TESOL, this research presents a positive overview of the elements of a TESOL practicum that EFL preservice teachers learn from, such as student-centered classroom, teacher training for reflective self-monitoring, etc..

More recently, Wright (2010) review a broad range of literature that provides a general overview of current teacher preparation programs in second language teacher education (SLTE). He argues that this area appears slightly disregarded by the researchers of

SLTE, in spite of its importance in SLTE due to the rising attention to developing second language teachers in the profession. Thus, he focuses on the critical influence of 'practice' in SLTE and the panoramic transformation of SLTE from 1980s to the present. Wright affirms that teaching practice or the practicum is a quintessential segment for student teachers in SLTE. This practical field training has been settled and prosperous at the heart of SLTE for the past decades, and it has gained even more attention lately due to the increasing demand of practical and perceptive approached on this particular teacher education in Wright's article.

Tomaš, Farrelly, and Haslam (2008) also argue that the practicum is a critical period for preservice teachers in teacher education. It is a core preliminary professional experience, particularly in TESOL programs at the majority of higher education institutions in the United States. The foundational notion of the practicum in TESOL has been established in order for student teachers to experience the time and space in which they can learn practical knowledge and expertise to perform as a professional teacher in ESL education.

In his empirical research to examine aspects of a professional collaboration between inservice and preservice teachers in TESOL, Chen (2012) addresses the significant elements of the TESOL practicum by emphasizing that preservice language teachers should not remain only intellectually competent. With more interaction and cooperation with professional teachers and increased exposure to ELLs in the authentic classroom, the student teachers can gain more applicable and profound knowledge by applying theory into practice.

Le Van Canh (2014) also argues that the impact of the practicum in teacher education has been confirmed by a large number of empirical studies. However, he found that the meaningful aspects of practicum for ESL or EFL student teachers have been under-researched, and existing literature regarding the practicum in TESOL is still mainly focused on the limitation that student teachers seem to be inclined to reflect on the development of their own professional growth instead of the learning process of English language learners. He

concluded with a lament to these limitations:

The results of the study suggest that it remains merely a great expectation rather than an achieved reality that the practicum provides the student teachers with a good learning opportunity to become effective teachers. The findings of the study also postulate that rigorous research is much needed to find ways of localizing an experiential and reflective approach to EFL teacher education in Vietnam and other similar contexts in an attempt to raise the quality of local English language education (p. 230).

Teacher Effectiveness and Teaching Quality for Diversity

Teacher educators have come to acknowledge that teachers are not a blank sheet of paper working alone on nothing but filling themselves up with theories and skills of pedagogy (Freeman & Johnson, 1998). Their prior learned knowledge about teaching and classroom activities through personal experiences and perspectives accompanies each individual teacher when they decide to enroll in teacher education courses for their future career (Freeman & Johnson, 1998). Freeman and Johnson (1998) affirm that a profound understanding as to the process of teaching and learning in a classroom is shaped by “grounded examinations of language teaching within the broader framework of teacher-learner, contexts of schools and schooling, and the pedagogical process (p. 413),” and that bases of legitimate TESOL teacher education as well as SLTE have been founded through these understandings.

Crandall (2000) also discloses that long-established teacher education has not paid a large attention to the significance of their critical thinking about teaching and learning, the roles of teacher and learner, and prior knowledge from their experiences as a student or language learner. She (2000) argues, as do Freeman and Johnson (1998), that in the classroom teachers are not simply implementing a process of drills but are vigorously

participating as critical thinkers, problem-solvers, and decision makers. Accordingly, teacher-to-be students need to perceive their role as an effective teacher as well as underpinnings of SLTE, such as content knowledge of subject matter and pedagogy. They also need to learn how to reflect on themselves, which shapes them to become involved in the community of language teaching as a crucial member (Crandall, 2000).

Teaching in any field is broadly perceived as a process of practicing education for and with learners. Teachers provide systematized knowledge to their pupils by integrating their understanding as teachers of the content based on pedagogically theorized methods. The dynamic interaction among the process of teaching-learning and teacher-learner is momentous, hence, teaching must not be categorized as one of the other professions, in which no interaction is found. Most children attend school, and states promise equitable and reliable education in accordance with lawful obligations whereby students must be accommodated and have qualified teachers as competent knowledge providers and care-takers for their success (Darling-Hammond, 1996; 2000a; 2002; 2005a; 2005b; Faez & Valeo, 2012). Effective teachers need not only to be aware of what they are going to teach but also to understand what their students expect to learn in breadth and in depth if creating “experiences that actually work to produce learning (Darling-Hammond, 1996, p. 194)” matters to them (Darling-Hammond, 1996).

Darling-Hammond (1996) delineates the goals of national standards and assessments in education for effective teachers and for their students as:

what it takes to be an effective teacher: subject-matter expertise coupled with an understanding of how children learn and develop; skill in using a range of teaching strategies and technologies; sensitivity and effectiveness in working with students from diverse backgrounds; the ability to work well with parents and other teachers; and assessment expertise capable of discerning how well children are doing, what

they are learning, and what needs to be done next to move them along (p. 196).

Darling-Hammond (1998) affirms that effective teachers can be constructed through their constant efforts of investigation and inquiry training in their classroom about how they affect their students' learning and what they need to become aware and sensitive to diverse learners with multiple perspectives (Darling-Hammond, 1998; Darling-Hammond & Snyder, 2000). She (2000) also argues that effective teachers are continually learning from their teaching instead of thinking that they mastered how to teach by the completion of teacher education.

In the climate of education as well as teacher education programs in TESOL, "*learner-centeredness* (p. 3)" has been the primary concern of the curriculum developers in finding content and pedagogical methods to design instructions from the early 1900's (Milambiling, 2001). Milambiling (2001) asserts that teacher education also needs to be "*context-sensitive* (p. 3)," which indicates the importance of teacher educators' conscious awareness of learners' diverse backgrounds, anxieties, and goals, and addressing these traits when developing curricula. Teacher education programs can advise student teachers to advocate diversity through discussions, readings, and seminars embedded in the foundational structure of the curricula (Milambiling, 2001).

Richards (2008) argues that today's English language teachers represent professional leaders of a global community "with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role (p. 161)." Teaching the English language or being a proficient speaker (or user) is not a neutral process in current political and cultural perceptions worldwide. Also, adequately prepared and competent teachers have an impact on the successful learning outcomes of students. This is underpinned by empirical studies conducted in the field of ELT (and SLTE) (Faez & Valeo, 2012). The significant effect of teachers' self-efficacy (e.g., Faez & Valeo, 2012) on the teaching quality and of professional programs to prepare preservice

and develop inservice teachers (e.g., Farrell, 2012) is well-represented in the research. Because of this, teacher education has always been eagerly expanded its capacity in order to educate such qualified teachers. Therefore, in the following section, the interdisciplinary domain, 'Overseas Teaching Practice,' is conceptualized as a powerful means of cultivating effectiveness and quality of teaching in the field of teacher education in TESOL. Although relatively new, its growing potential may have multiple implications for teacher preparation and development programs

Overseas Teaching Practice in TESOL

In order to illustrate the potential components of TESOL practicum for preservice teachers as a means of expanding meaningful professional expertise, this section is primarily concerned with overseas TESOL practicum experiences from cogent empirical studies. The focal site of this study is a high school in Korea, thus this section pays more scholarly attention to EFL contexts. This topic of interest is briefly introduced in the first chapter, but the extent of significance is emphasized with a deeper review of literature on practical teaching experiences abroad in the field of TESOL.

TESOL Practicum Abroad

The world has been going through phenomenal transformation within multiple cultural and linguistic dynamics. As more nations are being allied to share the benefits of technologies, economies, and education with each other, teaching and learning English become a more meaningful world language education as well as a means to connect globalizing communities more tightly.

More employers worldwide tend to hire future employees with English proficiency as well as broad cultural awareness and flexibility not only for their profitable aspects but as diplomats of their own culture. Hence, teaching English, with its thriving potential as a global communication tool, is growing more and more popular. However, established TESOL

programs in the U.S. or other Western English speaking countries have mainly focused on ESL integrated into the mainstream contents in general K-12 education (Govardhan, Nayar, & Sheorey, 1999). The authors (1999) have questioned whether TESOL programs offer the fundamental elements for prospective English teachers who may teach English language learners in non-ESL settings (i.e. preservice teachers hoping to have a primary teaching experience abroad or international students in TESOL programs at professional or graduate schools in the U.S., etc.):

What is required here is not just instruction in the various, ritualized, name-brand set of methods; rather, what novice teachers need is the ability to assess the propriety, feasibility, applicability, and practicality of any one or all of the methods against a certain set of political, sociocultural, and pedagogic situations that they are going to be working in” (p. 123).

Tomaš and his colleagues (2008) argue that early TESOL practicum courses did not offer sufficient interacting opportunities among supervisor, mentor, and preservice teachers, notwithstanding the interaction’s critical role in teaching practice (Richards & Crookes, 1988, cited in Tomaš et al., 2008). They report that preservice teachers could improve their intercultural communication competence, teaching skills, and classroom management know-how extensively during a summer program in Czech Republic through collaborative practices in authentic settings where they interacted with teachers and learners of English as a foreign language (EFL). Additionally, they suggest that “[o]ne approach to increasing interaction between different practicum participants is to increase the authenticity of the practicum setting by, for example, offering the practicum outside the United States in an EFL context” (p. 660). The authors also explain that while the participant preservice teachers faced hardships in leading lessons with EFL learners in the program, they became conscious of what it is like to be a language learner, a minority, or the marginalized in their context. This

helped their intercultural awareness to grow broader for their future classroom, whether in America or overseas.

As Kabilan (2013) indicates in his study conducted to examine six TESOL teacher trainees of international practicum experience for six weeks in Maldives, the TESOL teaching practicum abroad has immeasurable benefits and abundant merits for each student teacher's professional development. Initially, in order for learner teachers in TESOL to enhance their multicultural perspective, it is worth having a living experience in another culture as well as interacting with holders of various cultural knowledge built upon something that has nothing in common with their own:

In a multicultural context, teachers and learners have the opportunity to learn from and about each other, and understand the different ideas and philosophies of diverse groups of individuals. By doing so, teachers and learners are able to teach and learn in an atmosphere that forges stronger relationships and facilitates better understanding of other's views, beliefs and cultures (Kabilan, 2013, p. 198).

Thomas (2006) also discusses that through the four weeks of the TESOL teaching practicum for American preservice teachers arranged in the Republic of Kazakhstan, the participants – American Teacher Interns (ATI) – went through a broad spectrum of cultural experience as well as attained extensive professional insights for their future career through this remarkable opportunity. An even more meaningful finding is that the relationships among the ATIs, Kazakh teachers, and the students in the practicum remained vibrant after the completion of the program and constantly helped each group of participants improve intercultural awareness as an ongoing process of professional development for student teachers.

Although the outstanding potential aspects of teaching practice abroad in TESOL given by the studies abovementioned are clear, I found a paucity of empirical data or

critically reviewed literature to verify its meaningful impact in the field. However, there is a series of studies conducted about the noteworthy features of teaching practice abroad in general:

[A]mong the essential skills required by future problem-solvers is that of improved intercultural interaction—the ability to communicate and collaborate effectively with people whose attitudes, values, knowledge and skills may be significantly different from their own (Cushner, 2007, p. 27).

Cushner (2007) demonstrates what teaching abroad programs can offer for preservice teachers to fulfill their special needs. He argues that student teachers can not only experience living and working in a completely new environment but can also expand their cultural knowledge, intercultural perspectives, and awareness of multicultural education – the most meaningful aspect for teachers – while teaching abroad. Different from other study abroad programs, student teachers can learn how to manage classes and lesson plans as well as how to interact with local teachers and students during overseas teaching practice. This may promote their “self-efficacy (p. 28)” to grow to a great extent. Cruickshank and Westbrook (2013) also emphasized that student teachers’ placement abroad helps them reach a place where they can discover themselves as an improved, autonomous, and self-reflective ‘self’.

Brindley, Quinn, and Morton (2009) explore a study abroad internship program in which U.S. preservice teachers in elementary and early childhood education were enrolled in England for a month. The participants were instructed to write journals, and the authors analyzed these reflective data with a hermeneutic method to unfold the process of their developing professional growth and intercultural awareness in a foreign context. The findings were as meaningful and positive as in other studies.

In relation to the practical experience abroad for preservice teachers, Palmer and Menard-Warwick (2012), and Wright (2010) respectively delineate the extent that student

teachers gained the field knowledge and expertise examined throughout their paper as well as critical intercultural awareness and sense of empathy from teaching practicum abroad experiences. Although TESOL was not the main concerns in these overseas practicum experiences, the mentioned studies feature numerous implications that can contribute to meaningful professional development for an individual teacher to pursue while training as learner teachers.

As a student teacher with extensive long-term study and teaching abroad experiences, I could not agree more with the researchers recognizing the worth and benefits of study abroad as well as a TESOL practicum abroad. In regards to a significant process of not only developing intercultural awareness in this globalizing world but also constructing a professional identity, an integrated form of study abroad and a TESOL practicum in TESOL teacher education undoubtedly has a wide range of merits for an individual's professional development.

TESOL Teachers as Foreign Language Learners Abroad

One cannot emphasize enough the substantial value of prior experiences for inservice teachers and teacher educators in their course rooms (Freeman & Johnson, 1998). At once being students, language learners, and teacher learners, teachers of TESOL would acknowledge that what they apply in teaching mostly results from what they have experienced heretofore. Freeman and Johnson (1998) argued that it is axiomatic for teachers to believe and interpret any events that take place in classrooms instrumentally. Teachers can therefore agree that the accrued knowledge they have gained as learners has a noteworthy value to be explored as an educational resource in teaching.

In this regard, academic overseas experiences for student teachers in TESOL deserve more attention for both research and program development domains in the field. Although the former section has discussed the teaching practice focused on TESOL, this part examines

literature on SA to explore how SA experiences affect language learners, in order to help preservice teachers gain experiential knowledge to cross-culturally understand their future students –challenges from EL or FL, their identity negotiation, and so forth. Many experts and learners in the field of FL education may agree that it is hardly possible to find a greater way to gain foreign language proficiency and significant intercultural awareness than SA (Allen & Dupuy, 2013; Amuzie & Winke, 2009; Freed, 1998; Goldstein & Kim, 2006; Ingraham & Peterson, 2004; Jackson, 2008; Llanes & Munoz, 2009; Magnan & Back, 2007; Pellegrino, 1998).

By emphasizing the excerpt, “[t]raveling to communities and countries where the language is used extensively to further develop their language skills and understanding of the culture” (National Standards, 2006, p. 9) in the beginning of their study, Allen and Dupuy (2013) argue that “immersion experiences such as study abroad as an ideal means of improving students’ linguistic capabilities and integration into target language communities is widely shared within the FL profession (p. 469).” They also describe potential limitations of FL learning only within classroom instruction per Thorn (2010)’s remark, “foreign language instruction, due to its isolation from organic contact with the focus language outside of the classroom setting, often provides limited opportunities for committed and consequential communicative engagement” (cited in Allen & Dupuy, 2013 p. 139). They continue adding what Saville-Troike (2003) also argues, that FL learning may turn into nothing but a curricular activity if there is no hands-on experience or chance to learn socio-cultural knowledge of the communities where the FL is primarily used in the classroom (cited in Allen & Dupuy, 2013, p. 472). Allen and Dupuy wind up their insightful overview of study abroad and its role in FL education by affirming that study abroad gives more information to researchers, educators, and learners involved in FL teaching if they better understand the striking differences between domestic and overseas experiences with respect to learning

outcomes in linguistic features and cultural aspects.

Aligned with the findings of aforementioned studies, Barbara F. Freed's (1998) study on the impact of study abroad on language learners reveals that "the combination of immersion in the native speech community, combined with formal classroom learning, creates the best environment for learning a second language" (p. 31). This assumption has been firmly advocated by FL learners, teachers, and researchers, who believe in that spending a certain amount of time abroad may offer the participants an optimal proficiency of using the target FL (Freed, 1998). As a result, she asserts that a considerable number of students leave their home for weeks to a year abroad annually. According to Freed (1998), oral proficiency, communication strategies, fluency, sociolinguistic skills, literacy skills, etc. can be acquired and developed through SA experiences. She affirms, however, the perceptions of students toward learning through study abroad may affect the outcomes of their experience. In conclusion, the research demonstrates that SA students show confident spoken language use in a more comfortable and faster manner with fluent lexical capability, communicative strategies, and a wide range of speech styles than before SA.

As with Freed (1998), Pellegrino (1998) also reveals earlier with her advocacy of this common belief that study abroad is the most compelling and promising way to learn a foreign language and achieve a significant proficiency of it in a relatively shorter amount of time than regular instruction in country. In her study (1998), Pellegrino argues that once a learner finds a foreign language learning opportunity in the country where the target language primary, this learner is guaranteed to have countless chances of exposure to the target culture and meaningful interaction with the native speakers unless he or she remains alone at home nearly always while abroad. The learners in the study attain much enhanced communicative language proficiency by having countless hands-on experiences in the target culture in which, ideally, their socio-pragmatic ability is stimulated to the fullest.

To explore more scientific manifestations of SA's impact on students in shorter length intensive programs, Llanes and Munoz (2009) discover that overseas learning can result in improved competence in a foreign language even in a short period. They conducted a project to follow up the coming recognition of short-term SA programs in higher education (e.g., Magnan & Back, 2007). They investigated a summer abroad program and to what extent acceptable proficiency of foreign language can be achieved in 3-4 weeks. The focus of this study was on several components of participants' linguistic knowledge through testing accuracy of speaking and listening skills. Although the research cannot be generalized for all study abroad programs and foreign language learners, the authors argue that the findings of the research are worthy of attention because many other analogous studies were mainly owing their result to the length of staying abroad.

In the meantime, Amuzie and Winke (2009) examine how learner belief has an effect on each participant in second language acquisition from their study. They emphasized that study abroad gives a diverse degree and form of linguistic input, chances for social interaction, and open access to the target culture. Although diverse learner beliefs are a key factor in the different results of linguistic abilities of their participants, the research shows a positive influence of studying abroad on foreign language learners on the whole.

From a benefit's perspective, being positioned as an EFL teacher in a high school in a foreign community may help American preservice teachers broaden their awareness of what it is like to be marginalized as ELL learners in the U.S. or other ESL contexts (Cushner, 2007). Cushner (2007) also discusses that "students become more empathetic and begin to question their stereotypes of others as well as aspects of their own culture which had previously been unexamined (p. 31)" after their experience of overseas teaching. He explains further that if an individual has a stronger empathetic sense of being able to think in another person's shoes, he or she can have an improved understanding ability – Cushner refers to this

as “an ability to make isomorphic attributions, or similar judgments about another’s behavior (p. 31)”. He concludes by emphasizing what Bennett (1998) states, that “[e]mpathy is the skill that facilitates perspective taking because it enables one to look at another person’s life by participating in their experience” (2007, p. 31).

Sociocultural Theories in Teacher Education in TESOL

The process of teaching and learning within a sociocultural perspective has been postulated as a center of discussion regarding the construction of identity or identities through social activity and negotiation in classroom (Richards, 2008). During the process, multifaceted identities are constantly enacted through the social and cultural interaction between the teacher and learner. This process is accomplished by considering the roles of individual reflection on themselves within various settings (Richards, 2008; Burns & Richards, 2009). Varghese, Morgan, Johnston, and Johnson (2005) reveal that research in the late twentieth century has begun exploring the significant aspects of teaching within sociocultural and sociopolitical frames (e.g., Norton, 1997; Pennycook, 1994). This line of research claims that the concerns of race, culture, gender, social status, and sexual orientation are viewed as the utmost features of identity in the classroom context (Varghese et al., 2005). However, Varghese et al. (2005) assert that a teacher’s positionality interconnected with students and in their situated context is pivotal, as a teacher is not a neutral player in the classroom in the sociocultural dimension.

Understanding language teachers better may get us an access to keys to unpack the conundrum process of ‘language teaching and learning’ (Dörnyei, 2005; Burns & Richards, 2009). The need to understanding these teachers and how they define their identities in professional, cultural, political, and individual stances, therefore, needs to be kindled (Varghese et al., 2005). In this regard, teacher education is a significant mediator that allows language teachers to not only master practical teaching skills and theoretical concepts of the

language pedagogy, but also reflect on the profound meaning of being a language teacher, particularly through the situated community in which social interaction and identity negotiation actively take place between teachers and learners (Singh and Richards, 2006; Franson & Holliday, 2009).

Following the introductory remark of this section, three subcategories review the inquiries that underpin the nature of language teachers' differing identities as constructed in reputable sociocultural theories and research.

Constructing Identity as a Second Language Teacher

The advent of new discursive modes and perspectives to the learning context has re-established the complexity of the manifestation of identities in SLTE programs (Burns & Richards, 2009). Institutionalized teacher education programs, therefore, have started launching curricular forums that provide the teacher learners with opportunities to discover language teaching skills and theories as well as investigate in-depth aspects of themselves as language teachers. Burns and Richards (2009) claim that preservice teachers constantly participate in multifactorial situated learning communities within which social interaction is unfolded for them to facilitate vibrant negotiation of their identity. These processes may range from a relationship of skilled and novice teachers, teacher educators and preservice teachers, to native- and nonnative-speaker teacher learners in the context of teacher education. According to Varghese, identities are not static or unitary but are transformational, and incessantly being shaped by various roles of individuals within many facets of social contexts as well as teaching-learning processes in institutionalized settings (Varghese et al. 2005).

The research of language teacher identity has emerged as a relatively new domain in the feeder field of SLTE, both for teacher preparation and professional development (Varghese et al. 2005). Varghese et al. (2005) argue that teacher identity or identities have come to appear as a pivotal axis of sociocultural and sociopolitical dimensions in the

language classroom. Advocated by disciplines of Anthropology, Sociology, Psychology, and Pedagogy and not only general but also language education (Norton Peirece, 1995; Sarup, 1996), the lines of research on the conception of transformative ‘identity’ have been continuously developed thus far. Varghese et al. (2005) also states, “the primacy of *agency* in identity formation, a movement away from a structurally deterministic view of the fashioning of individuals [...] to understanding individuals as intentional beings (p. 23),” is a vital trait of identity underpinning the ways of theorizing language teacher identity in their compiled study. The context-dependent nature of identity is espoused with relation to cultural and political aspects of social or academic communities by a number of researchers in SLTE (e.g., Burns & Richards, 2009; Crandall, 2000; Faez & Valeo, 2012; Franson & Holliday, 2009; Freeman, 2009; Johnson, 2009; Maggioli, 2014; Miller, 2009). The extent of influential roles that language and discourse play in constructing, maintaining, and negotiating identities is what matters in identity studies (Singh & Richards, 2006; Trent & Lim, 2011; Trent, 2015).

Miller (2009) asserts that identity has been conceptualized within a myriad of studies in TESOL, and inquiries of ‘language teacher identity’ have come to settle in the domain with questions regarding sociocultural contexts, in which language teaching-learning, teacher education, and discourses of marginalized or empowered interlocutors have stood as the protagonists. She also posits the meanings of identity and agency in the sociocultural context of the language classroom as an inseparable factor by explicating:

Current work on teacher identity highlights that language teaching cannot be separated from social language use in classrooms, and the centrality of situated meanings within repertoires of social practices, involving specific social and institutional contexts and memberships. *Identity is “enacted,” or achieved but it is also ascribed by the hearer, who has the power to accept and legitimate or to deny both the message and the identity of the speaker.* It is important to keep these two

aspects in mind, namely that *identity is a way of doing things* but is *inflected by what is legitimated by others in any social context*. All teachers have their “ways of being” in language classrooms, yet most would attest to the power of their students to grant or refuse a hearing. In exploring teacher identity, issues of agency and power can therefore not be ignored [...] (emphasis added in *italics*, p. 173).

Miller (2009) continues, noting that the features of ‘identity’ in the contemporary literature are labeled variously as “social identity, ethnic identity, cultural identity, linguistic identity, sociocultural identity, subjectivity, the self, and voice (p. 173).” In the ongoing process of dynamic and shifting transformation, these features of identity are also regarded as “points of temporary attachment (Hall, 1996, p. 6, cited by Miller, 2009).

Table 1

Definitions of Identity

“how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future”	Norton, 2000: 5
“a constant ongoing negotiation of how we relate to the world”	Pennycook, 2001: 149
“relational, constructed and altered by how I see others and how they see me in our shared experiences and negotiated interactions”	Johnson, 2003: 788
(Re: teacher professional identities) “defined here in terms of the influences on teachers, how individuals see	Varghese, 2006: 212

themselves, and how they enact their profession in their settings”	
(Re: professional and personal identities) “instantiations of discourses, systems of power / knowledge that regulate and ascribe social values to all forms of human activity”	Morgan, 2004: 173
“transformational, transformative, context-bound, and constructed, maintained and negotiated via language and discourse”	Varghese, Morgan, Johnston, and Johnson, 2005: 21
“being negotiated as a certain ‘kind of person’; identity is connected not to internal states but to performances in society. It is also ‘an important analytical tool for understanding schools and society.’”	Gee, 2000-2001: 99

Note: Adapted from “Teacher identity” (p. 174), by J. Miller, 2009, *The Cambridge guide to second language teacher education*, by A. Burns & J. C. Richards (Eds.), 2009, New York: Cambridge University Press.

Miller (2009) also organizes brief definitions of identity analyzed in representative studies of TESOL, which displays an overview of major patterns in identity research through the blended literature of language learner and teacher (see Table 1).

Akkerman and Meijer (2011) argue that development of theories on identity has not been linear. They reveal that studies regarding teacher identity have concentrated on general facets of being a teacher to develop the professional self. The perspectives of teachers were situated in the main discourse with the teacher as agent to start understanding and stimulating professional development. Akkerman and Meijer (2011) also indicate that a postmodern notion of identity was being discovered in philosophy simultaneously when post-structural views became noticeable, which elaborates the values of research on identity as follows:

This postmodern notion of identity moved away radically from previous ways of

thinking. [...] the postmodern conceptualization of identity [was described] as a reaction to both premodern and modern understandings of identity. In pre-modern times, the individual was subordinated to the greater cosmic whole; in this view, the individual has to live his life according to *collective norms*. These collective norms were often of a religious nature and related to one or more supernatural beings. In modern times, with the age of enlightenment, the scientific revolution, and *industrialization*, truth became centered within *the individual*. (emphasis added in *italics*, p. 309)

Lui and Xu (2011) declare that the attention given to the research on language teacher identity let alone on the preservice teachers has not been sufficient. They also argue that much data discussed through research on preservice teacher identity in TESOL extensively has been concerned with the binary stances between native and non-native speaker L2 teacher identity. Accordingly, research pertaining to student teachers in overseas contexts has also focused not on constructing or negotiating identity, but on developing intercultural awareness through international field experiences of non-native English speaking teachers (Trent, 2011a), or general inservice teachers' training abroad (Campbell & Walta, 2015; Choy, Wong, Goh, & Low, 2013; Doppen & An, 2014; Sharma, Rahatzad, & Phillion, 2013). However, teachers should constantly ask the critical questions "who am I?" and "what do I have to do?" in the dynamic process of constructing professional or social identity for meaningful teaching and learning. ESL contexts in particular, with a considerable amount of bilingual and multi-cultural students within a classroom, require more active participation from pre- and inservice teachers. It is a life-long journey of seeking and exploring the sense of self, values, and beliefs (Graham & Phelps, 2003). Thus, international field training may provide a key opportunity for student teachers not only to improve intercultural awareness but also to reflect on themselves in order to prepare a scaffold of

identity negotiation as a critical professional.

Professional Identity of Preservice Teachers in TESOL

The gap between curricular programs for language teacher education and their lived experiences has been detected among the research as it expands the domains (Miller, 2009). Miller (2009) lays significance on identity, as it is “continuously co-constructed in situ (p. 175)” through personal experiences, social interactions, and knowledge gained within social norms and values. That means any pre- or inservice teachers can take advantage of the resources they have accumulated in themselves to develop professional identity within social and academic communities or contexts. When preservice teachers negotiate their professional identities, however, Miller (2009) argues that they are influenced by not only these contexts, but by other factors besides their own or institutional training programs. ‘Other factors’ can comprise “workplace conditions, curriculum policy, bilingual language policy, cultural differences, racism, social demographics of the school and students, institutional practices, curriculum, teaching resources, access to professional development, [etc.] (p. 175).” It implies that teachers constantly face challenging situations in conflict with their identities constructed through their backgrounds, language(s), competence, sense of belonging, ethics, values, and so forth. These challenges, if negotiated by teachers, can be a powerful resource for them to develop professional identity.

Preservice or novice teachers have “neither deep nor detailed (p.510)” knowledge, which constitutes principles of practical instruction in the TESOL curriculum (Kiely & Askham, 2012). As legitimate peripheral practitioners (Wenger, 1998), teachers-in-preparation or at early stages in the field are tested by a number of difficulties in practice (Kiely & Askham, 2012), including lack of “extensive knowledge of communicative language teaching and teaching English through English policies (Kiely & Askham, 2012, p. 510).” In any professional field, Kiely and Askham (2012) argue that what these teachers

essentially need to have is ‘confidence and negotiating skills’ as a primary element. They also affirm that confidence is a sense constructed through personal qualities, dispositions, and individual experiences dependent on contexts. This more strongly underpins the process of how teachers acquire such delicate quality as “TESOL dispositions (p. 513)” can be interpreted within a context of narrative discourse most adequately as this study pursues.

Dang (2013) examines the dynamic process of growing professional identities among student teachers during a teaching practicum. The study discusses concepts of Vygotsky’s ‘Zone of Proximal Development (ZPD)⁵’ and *perezhivanie*⁶ to distinguish important aspects operating in a complex learning process based on the constructive negotiation of identity between pair-assigned learner teachers in a practicum site. The author explains that teacher education is to help student teachers understand how to think, feel, and act as a professional teacher by learning. It is different from an ordinary education, but it is rather a theory-based guidance and specific directions to build higher-level knowledge for learners towards becoming someone who delivers education to others. Thus, teachers with conscious intent of developing identity can expand their potential as a more capable professional. Dang continuously argues that teacher identity has ongoing influence on teachers through their experiences under an active process of affective and cognitive reflection. Moreover, this constant process raises their awareness towards “identity formation, strengthening, weakening, or transforming certain identities” (p. 50). Dang finds that the conflicts between the participants while collaborating in the teaching practicum are meaningful in that they show establishing stages of learning as to negotiation of teacher identity development. And Dang (2013) adds more interpretation regarding the impact of teacher identity:

⁵ According to Vygotsky, the zone of proximal development is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978).

⁶ In Russian, ‘a lived experience,’ within social situations of development (Blunden, 2009)

Findings from his study suggest that an individual teacher's identity influences her/his cognitive and affective perception of an event. Paired-placement created an environment whereby the student teachers' conflicting identities, associated with different cognitive and affective perceptions of the experience, were challenged, leading to contradictions (p. 58).

The author concludes that the inconsistency between the participant teachers allowed them to become associated to seek the solution for what was entangled. Under the supervised guidance of the program, they could collaborate in resolving the conflicting matters, which led to transformation of their professional identities in teaching, albeit differently per each student.

Akkerman and Meijer (2011) also argue that the notion of teacher identity has a rich repository of features deserving attention for research in teaching and learning contexts. They note:

This growing interest goes hand in hand with an increasing emphasis that is put on the role of emotions, passion, commitment and courage in teaching. [...] This movement goes beyond the tradition of merely focusing on teachers' acquisition of 'assets', such as knowledge, competencies, or beliefs as the basis of professional development. Acquisition of 'assets' stresses the importance of desired learning outcomes in terms of 'what is meant to be learnt' by teachers (p. 308).

Yuan (2016) affirms that teacher education is the center of teacher identity formation in which student teachers experience and interact in association with professional connections. Also, he reports that the concept of student teacher identity has been inundated with enormous interest by researchers of education in general for the last years of history. He scrutinizes an extensive number of publications regarding identity development of student teachers, and remarks that teacher trainees may be able to not only improve their knowledge

for teaching and inner capacity for reflection, but also shape and polish their identity as a professional while performing practicum experiences (e.g., observation, designing lesson plans, teaching, and interactions.).

Ulvik and Smith (2011) also discuss ‘professional identity’ in their article, noting that, “[d]uring the practicum, student teachers start to develop their professional identity and to see themselves as members of the teaching profession (p. 523)”. They argue that preservice teachers can promote professional identity growth by meditating the inner self through the process of practicum, which helps them to gain strength of continuing progress. They also emphasize that these students should not only be concerned with structured self-reflection but also put thoughts into action for continuing development of their professional identity during the teacher preparation.

Social Identity of Teachers in Community of Practice

Teacher education has come to converge on one solid assumption that teacher-learning is intertwined with varied individual experiences (Freeman & Johnson, 1998). I agree with Freeman and Johnson (1998) that providing only theory-based knowledge or extensive research data does not create an optimal condition for teacher-learners. Teaching is a practice of skills built upon robust knowledge base, with its ground in theories. With constant negotiations through social interaction, teaching goes beyond mastery of theoretical knowledge. As Freeman and Johnson (1998) state, the process of teacher-learning is complex, laborious, and time consuming, but is essential development for learning and teaching in social contexts. Diaz-Rico (2008) also claims that learning (and learning to teach) is not an individual activity independently practiced, rather it is indispensable for learners to participate in a community of practice (Lave & Wenger, 1991). What the community offers is integrated with the knowledge that the participants have gained through individual experiences and cultural backgrounds, which also gives a meaningful application of the

“funds of knowledge” in a learning context (Diaz-Rico, 2008).

To examine how identities are constructed in undergraduate courses for bilingual teacher education in America, Varghese (Varghese et al., 2005) applies the theories of situated learning (Lave & Wenger, 1991) and communities of practice (Wenger, 1998). Within the process of situated learning in a community of practice, a group of bilingual pre- and inservice teachers were explored through the ethnographic study. For the first time participated in a federally funded program that addresses bilingual concerns in the U.S. with regards to theories of SLA and bilingual curricular programs, the participant teachers and teacher educators were observed and interviewed in the series of professional development programs for six months, and Varghese spent the next six months observing and interviewing four teachers in their classrooms (see Varghese, 2000). She observed that the teachers were caught in a difficult process in which “they actively sought and negotiated an identity as bilingual teachers and often developed conflicted and marginalized professional identities (Varghese et al., 2005, p. 29)” during the study, instead of tasks that result in their professional development. The authors (2005) reveal that situated learning views the separate processes of learning and identification as a whole by combining the notions of learning and identity in Varghese’s study.

Johnson (2006) lays an emphasis on community of practice (Lave & Wenger 1991) as collective activity, in which “social activities are regulated by normative ways of reasoning and using tasks and other resources (p. 237).” She (2006) then elaborates the products of learning in a community of practice stating that, “the knowledge of the individual is constructed through the knowledge of the communities of practice within which the individual participates (p. 237).” She also asserts that sociocultural theories demonstrate how humans develop consciousness through social contexts in which they are actively participating and getting involved (Johnson, 2006). The process of learning or higher levels

of cognitive activities, however, can be discovered through individual engagement in social activities interconnected with recurrent mental activities. Johnson (2006) recapitulates the process of learning through social activities in community of practice:

Learning, therefore, is not the straightforward appropriation of skills or knowledge from the outside in, but the *progressive movement* from external, *socially mediated activity* to internal meditational control by individual learners, which results in the transformation of both the self and the activity. And because social activities and the language used to regulate them are structured and gain meaning in historically and culturally situated ways, both the physical tools and the language practices used by *communities of practice* gain their meaning from those who have come before (emphasis added in *italics*, p. 238).

Kiely and Askham (2012) also advocate the great effort that situated learning (Lave & Wenger, 1991) and community of practice (Wenger, 1998) have devoted to making “a theoretical link between identity, learning, and performance (p. 502).” The authors (2012) reveal that Lave and Wenger observe the concept of learning as “situated and transformative,” by arguing that “people learn through interaction with more expert colleagues, and as they learn they change” (p. 502). Through this learning, people can construct professional identity and gain ability of analyzing and understanding for an extended process of “developing insights, understanding the implications of these insights, and devising practical strategies based on them for the classroom (p. 502).”

Cho (2014; 2016) also employs the community of practice (abbreviated in this study, ‘CoP’) model from Lave and Wenger that explains “socially situated learning of apprentices” in her study to enhance collaboration within a CoP and provide “academic and social support for student learning in teacher preparation programs (Cho, 2014, p. 1).” By asserting that “sustained supports within a cohort and narratives as mutual engagement were crucial

components of learning to optimize the communities of practice framework (Cho, 2014, p. 17)”, Cho (2014) argues that students are allowed to share personal stories and contribute to collaborative construction of identity in their community in any given learning contexts.

As Hedgcock (2009) states, to view language teaching as “a diverse community of practice” is a meaningful premise in the TESOL research field. Hedgcock (2009) notes that, by referring to what Wenger argues (1998), “learning unfolds collectively” and then it becomes practices, which share the common goals of the society, in a community of practice (p.144).

In this chapter, I have discussed literature and theories regarding teacher education, study and practice abroad, and teacher identity in TESOL to underpin the primary objectives of the current study. To provide adequate foundational frameworks, this chapter stands to account for the complex processes of preservice teachers learning and gaining established knowledge necessary to become effective professional second language teachers with legitimate teaching quality and constructive professional and social identity, which the current field of education and society strongly suggest (Tavakoli, 2015). In order to provide other crucial components of the study, the next chapter describes the research design including research questions, and data collection and analysis as well as potential implication, possible limitation, and the researcher’s positionality.

CHAPTER 3. RESEARCH DESIGN

The methodology guiding the overarching educational inquiries in this research is a qualitative case-study, which allowed me to explore the event as viewed and experienced by multiple individual participants from their various perspectives. A qualitative approach was chosen to identify and delineate the learning process in which student teachers search for self-efficacy, identity, quality, values, experiential knowledge, sense of belonging, and even challenges to negotiate in educating ELLs through the given experiences, including collaborative activities in community of practice. As “a primary instrument of data collection and analysis, the use of fieldwork, and inductive orientation to analysis, and findings that are richly descriptive (Merriam, 1998, p. 11),” a qualitative researcher and the qualitative approach seemed most appropriate to elicit in-depth understanding and meanings from the data. Also, in order to collect extensive data to explicate a holistic account (Marshall & Rossman, 2011) of the complexity intertwined within the teaching and learning processes of the STPK program, employing case-study was found to have more impact on this research project.

In the remainder of this chapter, the definition of qualitative case study and the purpose of the method are discussed in order to make meaningful interpretations from available data. It also includes my positionality to help the reader comprehend my perspectives in the discussion of this study.

Qualitative Case Study

To explore a setting with a view to advanced understanding, ‘case study research’ has been employed in diverse fields of education research (Cousin, 2005) within multidimensional aspects far away from fixed boundaries (Yin, 2003). Yin (2003) argues that “the distinctive need for case studies arises out of the desire to understand complex social phenomena (p. 2),” and this approach allows researchers to “retain the holistic and

meaningful characteristics of real-life events (p. 2).” Accordingly, case study research has gained an extensive popularity from qualitative researchers throughout various disciplines (Creswell, 2013; Denzin & Lincoln, 2009; Stake, 1995; Yin, 2003). Intended to shed light on the core values of study (Stake, 1995), qualitative case study investigates and analyzes common and particular matters about the case whether a single or collective.

As noted in Fry, Ketteridge, and Marshall (2008), case study gives insightful advice that guides problem solving and critical discussion in the focal context with an entangled set of examples. Baxter and Jack (2008) also affirm the value of qualitative case studies as in Yin (2003):

[Q]ualitative case-study research in education] allows the researcher to explore individuals or organizations, simple through complex interventions, relationships, communities, or programs (Yin, 2003) and supports the deconstruction and the subsequent reconstruction of various phenomena (p. 544).

They (2008) also describe that “[the] qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (p. 544),” which enables multifarious examination towards the key question(s) of the study. Through various perspectives with credible references, detailed characteristics of the phenomenon can be reasonably comprehended (Baxter & Jack, 2008).

Based on the way that Stake (1995) and Yin (2003) approach constructivist notions of, I also explore the current study through case study as a method of inquiry by being concerned on both of subjective and objective human meanings. As case study research provides the researcher with opportunities to capture complicated aspects of lived experiences (Stake, 1995; Yin, 2003), the current study allows me to listen to the stories of participants in a close relationship with them. Also, this study is conducted upon my desire or hope to become an initial step of the collective case studies (Yin, 2003) with the following

programs in the future.

Research questions

The following questions guided my research on international field experience for TESOL practicum participants:

1. How does the student teachers' prior reflection on their sense of self impact their perception of themselves as a teacher (candidate) throughout their participation in the overseas practicum experience?
2. How does the TCs' fledgling sense of teacher-self transform into an initial teacher identity during the teaching experience in Korea?
3. How does collaborative learning contribute to the TCs' negotiation of teacher identity in a Community of Practice?
4. How do the TCs learn to construct their TESOL teaching quality for inclusive teaching through the international practicum?
5. What aspects of the international field experience the participants found significant in developing their intercultural awareness for multicultural classroom?

The Research Site

The University in the Present Study (MidU)

MidU is a public research university, and the main campus is located at a small town in the Midwest, USA. The main campus is the largest of the five branch campuses in the state. Since it was founded in March, 1865, with over a hundred years of history, MidU has become renowned as a major public research and teaching institution. With approximately 27,983 students and 2,600 faculty from all 50 states and 105 countries on five campuses, and more than 40 languages taught, the school represents its diversity as one of its biggest strengths. The Office of Study Abroad (OSA) at MidU is a unit devoted to developing and maintaining international education programs for students and faculty of MidU. Their role is crucial for

MidU to sustain its diversity and strong capability as an international research institution. OSA reports that they sent a total of 1,380 degree and non-degree seeking students abroad during the 2013-2014 academic year. According to 'Open Doors Report on International Educational Exchange (2015),' MidU is ranked 26th for their undergraduate students participating in study abroad among public universities in the nation. Currently, 25.8 percent of MidU undergraduate students are reported participating in SA programs in advance of graduation. OSA offers nearly 230 programs, and 71 programs are faculty-led. More than 50 institutions and thirteen internship programs are offered to applicants throughout six different types of programs worldwide. The STPK program in this study is established by and continually governed by OSA and School of Education at MidU.

KG Girls' Schools in Korea

With approximately 3,000 students, the KG Girls' school (hereafter KG) comprises three secondary private schools – a middle school, a general high school, and an English Business high school. Governed as a boarding school under a strict security and curricular system, nearly 600 students reside and study on campus for the school week. The school is equipped with state-of-the art facilities, such as computer labs, a large cafeteria, a modern dormitory building, and an auditorium that can accommodate the whole body of student and faculty (Cho & Peter, 2017). KG aims to provide quality education to cultivate the students as women leaders in a global context, which promotes employment of native English speaking teachers (NESTs) for the co-teaching environment, and to facilitate a partnership with MidU for this internship program, STPK.

Focal Participants

The participants for the teaching program are fourteen undergraduate students who are enrolled in *C&T 491: ESOL Practicum* (3 credits) in the Department of Curriculum and Teaching at the MidU. Five of them are majored in Education with interest in ESOL and the

other nine students are majored in East Asian Language and Culture (EALC) focused on Korean, with or without other majors or minors. Below is the table showing the personal information of the focal participants and followed by the detailed descriptions based on each of the participant's personal facts and why they were chosen for this particular study. All participants are interested in having a teaching career with diverse students in the US or other EFL contexts upon graduation. Pseudonyms are used for the privacy of the participants, and the order of descriptions below are by age, major, female or male, and ethnic identity (more description of each participants are delineated in the discussion section of the data in detail). Their ethnic identity needs to be addressed here in order to explore their reflections and their stories in regards to teaching (Farrell, 2012) during the experience.

Table 2

Overview of the Focal Participants

Name	Age	Major(s)	Gender	Ethnicity
Amy	20	Secondary Education (English) and Behavior Neuroscience	Female	Caucasian
Joy	19	EALC (Korean & Japanese)	Female	Caucasian
Nysha	20	Secondary Education (English)	Female	Indian-American (Heritage)
Sarah	19	EALC (Korean) and Pre-Medicine	Female	Caucasian
Taylor	19	Linguistics and EALC (Korean & Tibetan)	Male	Caucasian

Focal Participants and Their Life Trajectories in Learning and Teacher Identity

This section delineates one-by-one the in-depth personal profile facts of the focal participants, how they perceived teaching or a teaching profession, what goals they expected to gain from the experience, and lastly why they were chosen to be focal participants. The first part delineates personal and learning profiles of each five participants respectively. Followed by the chronological order that they were selected to be the focal participants; Sarah, Naomi, and Taylor, being from language learners to teacher learners, and then Amy and Nysha, from an education major students to strong teacher candidates.

Sarah

Sarah is an undergraduate student majoring in Pre-medicine and East Asian Languages and cultures focused on Korean, who just finished her second year academic course requirements. Having studied “a beautiful language, Korean,” (Sarah described) since a sophomore in high school, she has wished to become a medical doctor and practice in Korea or in a community whose primary spoken language is Korean one day she could speak Korean fluently. Having a career in a teaching field, to Sarah, is one of the possibilities in her future career paths as she revealed during the first interview in April 2016 (henceforth, Pre-departure interview). However, she has had experienced helping her peers for their assignments of academic subjects as math and science in high school and in college and enjoyed being heard of compliments on her help, which seems to keep her being interested in teaching as another possible door in the future.

When we had the first interview prior to the departure to South Korea, Sarah also mentioned that she has always wanted to study abroad while in college, but her pre-medicine track has no room for a study abroad program during academic semesters due to its course load. Therefore, when she found the information about this summer teaching internship program in Korea along with scholarship opportunities – in her case, she received another private organization’s grant for applicants who plan to study abroad in East Asia with

academic excellence along with Freeman – she could not help but get extremely excited and say “it was a perfect program that I have ever been looking for” with the remarks below:

I really wanted to be able to be abroad in Korea during my college experience, since I was a pre-med, there wasn't really a program that I could go to, that would work with my schedule, like fit in. And I wouldn't be able to study abroad for an entire year or for a semester. And so was the program, and timing was really good, in addition, it wasn't just me studying in Korea. I really wanted to pursue the fact that, teaching experience, also and be able to practice Korean, also learning a life skill, and having the chance to teach students (Sarah, Pre-departure interview in April, 2016).

As soon as she decided to apply for the program, she thought that every aspect of the program – six week time frame (within her three month summer break), cultural and linguistic context of Korea, and teaching experience at a professional teaching community – met what she desired to experience, but simultaneously she felt apprehensive of classroom teaching for the first time as well. The feeling resulted from the fact that she had never taught in a classroom before, as she mentioned several times in the first interview; however, she explicitly presented that teaching was something she wanted to pursue through the STPK experience in addition to cultural and linguistic objectives:

From this experience, what I would like to gain is, first of all, experience teaching, I would like to come away with different perspectives on what it means to be a teacher, because I haven't taught very much, but I think that it'll be a lot harder I'd imagine, but also so much more rewarding that I would imagine, so I would love to come away with a more mature, stronger, deeper perspectives on the teaching itself. And then I would develop my Korean skills by being in Korea for six weeks. And then, I was interested in that they study English, because they're required to study English,

but I hope for them to begin to have a passion to study the language as well (Sarah, Pre-departure interview in April, 2016)

She continuously implied through interviews that she would want to be a helper using any skill she could no matter where she went, whether as a doctor with medical knowledge or an English teacher with Korean language skills. That is one of the main reasons why she was selected as a focal participant for this study from the initial fourteen applicants. I considered that Sarah's continuous effort to construct meaningful learning paths for her future career and cross-cultural awareness would be meaningful to listen to for those who are on the same ground as Sarah.

Joy

Joy explained that she has always wanted to be a teacher just like her mother when she was growing up. Joy's mother has been a school teacher for her whole life, which inspired Joy to think of teaching as a professional career in her own life. Joy, like her close friend Sarah, was a college sophomore expecting to become a junior in the fall 2016. Joy had to choose her major when she entered college, however, she was not quite sure about taking education courses to start off with. She recalled that she was frankly a bit afraid to be regarded as an education major student until she had completely clear picture of teacher identity in her mind. So she decided that she would just try to take content subjects to suit her interests so that she would be able to teach them well later.

Joy chose a double major track with concentration on Japanese and Korean in the Department of East Asian Languages and Cultures, and she had become fluent in both languages after around two years of study. As her Korean oral proficiency instructor and a friend for the past couple years, I was amazed by how rapidly she learned Korean and Japanese. It was faster than other peers for the past years I observed. While she was making an effort to seek grounds for herself to be a teacher, she was recognized for her strong ability

in teaching by people who she helped with their learning:

I've been told by a lot of people that I tend to be very good at explaining things, make people understand. And I think that education is really important, I think that education empowers people, and as someone who had some good teachers and whose mother is a teacher, I want to be the kind of person that teaches well, because I think teachers have a lot of influence in their community and the people that they teach, I think they can really help and they can really be a good influence. And I want to be able to be that for someone, and I also love seeing faces understanding, and teaching people things, because I think the more that we know the more that we learn (Joy, Pre-departure interview in April, 2016).

I also witnessed how helpful she was to her male partner student during an oral proficiency session for Korean last year. The male student was always struggling to understand Korean vocabulary, and I tried my best to explain Korean words in English as a professional graduate teaching assistant. However, some of the words or phrases may have needed to be comparatively interpreted in English by applying concepts that more native English speakers could understand better. My English was totally dependent upon academic knowledge then, so I appreciated very much whenever she helped me by explaining challenging parts to him with skills that I hadn't yet learned.

Although Joy did not share explicitly whether she intended to pursue a teaching career at K-12 schools or private education facilities, she is destined to be a teacher in my perspective after observing her unique strategy of language learning as well as her teaching philosophy. She mentioned her philosophy of education several times in passing while being interviewed or conversing with me:

I think the better people we can become and the more understanding about others we can become, and I think we are just so much more empowered if we have good

education, because link the world as a fit, if you can read, and you can write, if you can speak one language, and I think especially as we grow globally as we connect more globally, I think we need more good teachers. As a teacher of a foreign language, or as English in another country, or Japanese and Korean in the United States, I think it's really important to emphasize language and how important that is. (Joy, Pre-departure interview in April, 2016)

I was determined for Joy to be another significant participant for this study for several reasons. First, Joy is not only extraordinary at language learning but is also highly enthusiastic to teach it using her teaching philosophy. Also, both of Joy's unique viewpoints and vast knowledge regarding teaching English and her constant striving to seek indisputable teacher identity in her future career were considered advantageous to the field of TESOL teacher education as well as for any teacher education research fields.

Taylor

A proficient American Sign Language (ASL) speaker, Taylor is from a small town in Texas, where he lived until he came to Kansas to enter the college. When we met for the first interview in April 2016, Taylor was in his third year of college and within one or two semesters of finishing with his academic requirements to earn his bachelor degree. In comparison to his fellow students who started collegiate study around the same year, Taylor was relatively advanced with his accelerated learning ability in the double major track of Linguistics and East Asian Languages and cultures concentrated on Korean. Taylor has dreamed of becoming a sign language interpreter since he started learning ASL in the eighth grade. As a member of an ASL club in his college, he has been working as a sign language interpreter doing video relay services and interpreting films for deaf people in Kansas City, Missouri. He described his pursuit of working with international deaf communities in the future as:

I want to work with international deaf communities, I don't know one hundred percent what role I will play in working with international deaf communities, right now I'm looking at working as a teacher in a school for the deaf internationally. Whether that's in Korea or working at an already established goal, going to an area where maybe the deaf communities isn't as established and just being kind of a pioneer trying to encourage them to set up their own schools and be like a tool and a resource they can use to begin to develop as a community, and as a deaf community, so that eventually I can just leave, and they would have the structure and place that they would meet me to be there for them (Taylor, Pre-departure interview in April, 2016).

Though Taylor did not vibrantly express that being a teacher was the only future goal for him during the first interview, he strongly intended to get involved in deaf communities by helping them as actively as he could and in whichever role he would play for them. Hence by becoming a sign language interpreter, he believed that he could provide service for deaf students internationally, as he revealed when asked to share his opinion regarding what influenced him to join this program. He designated 'teaching' as a big component, for which presumably he would mainly want to apply for STPK, but he also did not overlook to mention other features that he was attracted to, such as the immersion experience in Korean language and culture that the program proudly presents. I was intrigued to examine why Taylor was interested in teaching and what he thought teaching was like specifically in the classroom while listening to him in the first interview as below:

I was really starting to look at teaching, and what teaching was going to look like, if that was something I would enjoy, something that I would even want to pursue. And so, when this email was sent out about a practicum teaching English in South Korea, I was like that's perfect, because I get to study abroad at South Korea, and because I

really wanted to experience that, because I love learning Korean, but there's something about actually going. It's like you want that experience, so I want to go to Korea, and so that I have that plus the chance to see what teaching is like, internationally. I like to be in a classroom, teaching English on a daily basis in getting to experience that, this is a perfect opportunity for me to explore, [...]. I'm really enjoying working with kids, [...] I enjoy teaching roles and so, right now that (teaching) is kind of the profession I'm looking at, going into some sort of teacher roles. (Taylor, Pre-departure interview in April, 2016).

Taylor, Sarah, and Joy all seemed highly analogous to their major study and continuous interest in teaching throughout their past experiences. They were all equipped with different yet outstanding potential teaching skills, innate aptitude to work with students, and intense cross-cultural awareness. Also, they were eagerly seeking 'why' and 'how' with respect to being a teacher or teacher identity. In this way, Like Sarah and Joy, Taylor was an inevitable participant for the study, so was selected as the third focal student teacher for this study.

Amy

Amy was a junior double-majoring in secondary English education and behavior neuroscience. She often spent her childhood with her mother, a school teacher even before her school years began. She described vividly how natural she feels when she is working with kids and in school environment, where she practically grew up. She read the library books at the school all the time during her childhood and even had her birthday parties there. After we had talked about her passion to become a teacher I thought that it might even be awkward if she was seeking a profession in another fields:

My future goals to be a teacher in the education field in general. I've been interested in doing ESL work, either EFL or TESOL, but recently I've also been thinking of

doing things in a non-profit working with kids with behavioral issues and things like that, but pretty much anything working with kids in the future (Amy, Pre-departure interview in April, 2016).

Accordingly, she thought that going to Korea for an EFL teaching practicum before she began to teach as an inservice teacher was a “once in a life time opportunity” to her and something she never thought of doing in her life, especially since she had never learned or experienced any Asian languages or cultures. She added that the idea of doing something out of her comfort zone to work with kids, who have completely different perspectives, would be “cool” for her, a daily inservice volunteer teacher for ESL or specialized students at a local elementary school.

Throughout the pre-departure interview with her, I learned that Amy was firmly concentrated on constructing teacher identity, consistent with her inner teacher-self, by being dedicated to her education major and afterschool volunteer work for ESL students at an elementary afterschool program. The only concern that she revealed prior to the program was her limited knowledge of Korean language and culture, and she was thrilled to experience a specific feature of Korean education system that she had learned:

The main thing that is kind of worrying me is how little Korean I know. [...] I would just be worried that I would unintentionally offend someone, but I have a very high expectation and very excited to meet all the students to get to form that bond, I like teacher and student bond and get to, especially I feel like, the Korean education system is so much respectful for education. [...] I’m kind of a hired volunteer, it’s through AmeriCorps. It’s really great, and what I’ve done is, a lot of times, I work with ESL kids, like tutoring them, reading with them, and things like that, and then with some of the specialized kids too. (Amy, Pre-departure interview in April, 2016).

Throughout the on and off the record interviews and in-and-out classroom

observations, I was struck by Amy as I got to know her thoughts and experiences with teaching, considering that she was only a twenty-year-old junior year college student. She had been striving to accomplish certain goals already at such an early stage of becoming a teacher. I was also intrigued to explore how she got to be so firm with her teacher identity, how she would compare students in Korea with students in the United States, and what she would think about the impact of the international practicum on her teaching philosophy or plans. With consistent interests in education as her major and career, Amy could share her perspectives on TESOL in K-12 schools and teacher education in Midwest America based on her invaluable experiences of learning, teaching, and interaction with ESL kids. With these considerations, Amy was selected to be the fourth member of the focal participants in this study.

Nysha

Nysha had one of the most unique life and learning experiences among all the participants of STPK 2016. With multiple vibrant multicultural life stories throughout her twenty years of life, Nysha was going to be a junior at college in the fall 2016 semester, majoring in secondary English education like Amy. Although she did not have any family members who inspired her as an educator, she decided to become a teacher, specifically an English teacher, when she was a child:

I'm an education major, and my biggest goal is becoming an English teacher for middle schoolers. So, I've always wanted to become a teacher since I was little, and I've kind of stuck with that, and now I'm finally here, and got accepted into the school of education at last semester. So, it's just like everything is falling into place, now I'm like going to be in the classroom this summer, and I'm just like so excited for that, because I've been waiting for like my whole life (Nysha, Pre-departure interview in April, 2016).

Nysha's answers to general facts about herself as well as to her future goals while in the first interview were also aligned with her vigorous aspiration towards becoming a school teacher. When I was looking into the trajectories of these teacher-to-be candidates, I thought that what they have been through up to where they are and how they are constructing teacher identity would be the qualitative research's principal inquiries for pertinent studies. I believed Nysha's story could result in promising viewpoints. Even though she has no explicit motivating family figure, she noted that it was her teachers who had inspired her with a thoughtful care for Nysha. School life set her future dream to be a middle school teacher for English language arts. Nysha was already assured of herself as a teacher in her future, but she wanted to pursue more specifically how she would practice teaching and interacting with students in classroom. When asked her future goals, for instance, she listed how to make lessons for diverse students with cultural responsiveness to their background, etc.:

In the classroom, one of my biggest goals is connecting with my students. I think a lot of times, teachers can kind of forget about that aspect, so I really want to teach, but I also want to remember that I'm teaching kids and not just teaching curriculum, so I really want to connect with all of my students and just learn about their backgrounds, because I think that's so important. So, I want to individualize my lessons, kind of bring their interests into the classroom, so that they are more engaged. I think a lot of times, when you are teaching curriculum, you don't take the students' backgrounds into account, they kind of often disengaged, and they don't really think that what they are learning is really relevant to their life, so I really just want to make sure that I'm learning about my students and just bring the interest into the classroom, so they would like, "oh, I actually want to learn, 'cause the stuff we're learning applies to my life, and I'm excited about it (Nysha, Pre-departure interview in April, 2016).

Interestingly, however, Nysha's answer declared that her goals were associated with not only her role-model teachers but also with her parents and their limited educational background. When I asked who or what influenced her to be vigorously driven to the teaching field, she explained that she and her older sister were the first generation with college degrees in progress among her family members, and her mother had not even made it to high school. Nysha's parents had been dedicated to business thus far to make the entire family's living, and she argued that their limited education encouraged her to choose an education major in college. In doing so, she recalled that she would become the first teacher in her family and that education could value more in her family and life in the future.

Nysha's parents had immigrated to the United States from Punjab, India, before their three children were born. Nysha and her two siblings were born in Des Moines, Iowa, and they have spent their whole life all over America, in addition to travelling to a number of places in the world. Other than India, however, Korea is the first Asian country she visited. Due to her parents' firm beliefs about the importance of language and education, she had plentiful experience with ESL, as a native English speaker being fluent in three languages – Hindi, Urdu, and Punjabi. She has a great amount of knowledge and interest about ESL, education, and the world, which I considered would be shared to contribute to making a fuller account along with other focal participants in this study.

Data Collection

The qualitative data was collected led by the guiding research questions below for discussion and triangulation of the themes of this study based on the conceptual framework. In order to collect data for four times of the pre-departure meetings, I was writing my reflections on the field note while observing the participants. Also, semi-formal pre-departure interviews were conducted per participant (one time) in a private setting to explore their personal stories and backgrounds for narrative analysis as well as more profound thoughts

and reflections towards this experience on each one's preferred date (see Appendix A for pre-departure interview questions). Each interview was audiotaped and transcribed. While in Korea, informal conversations with participant were recorded in field notes for discourse analysis to identify identity issues through their thoughts or reflections in any possible time every day. One-on-one or a group discussions in more liberal settings were proceeded (e.g., classrooms, computer labs, or cafeteria) after each time the participants practiced a lesson, while helping them prepare their lesson plans, or when having a break in a cafeteria, etc.. Semi-formal focus group interviews were arranged at the end of the practicum to debrief their experiences in the practicum. The participants were assigned to write a reflective journal every week and submitted on the course web or suggested to do so in their personal web-blogs as many times as they could. Classroom observations were conducted per lesson by each or a pair of student teachers. The group activities were also observed in the meetings of each group to examine how they (trans)form a social identity and gain a sense of belonging in a community of practice setting. The activities were regarding four different projects assigned to four separate groups of students by Freeman-ASIA, a scholarship funding organization for this program. The observations were audio-taped and recorded in field notes.

Table 3

Research Questions and Type of Data Collection

Questions	Data Collection Methods
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<p>1. How does the student teachers' prior reflection on their sense of self impact their perception of themselves as a teacher (candidate) throughout their participation in the overseas practicum experience?</p>	<p>Pre-departure interview and observations of pre-departure meetings (audio-taped / field notes)</p>
<p>2. How does the TCs' fledgling sense of teacher-self transform into an initial teacher identity during the teaching experience in Korea?</p>	<p>On-site informal conversations & Observations of practicum classes (field notes) Reflective journals (Participants)</p>
<p>3. How does collaborative learning contribute to the TCs' negotiation of teacher identity in a Community of Practice?</p>	<p>On-site informal conversations Observations of collaborative working (lesson planning, discussion, and group project meetings) Reflective journals (Participants); Post-arrival interviews (audio-taped / field notes)</p>

<p>4. How do the TCs learn to construct their TESOL teaching quality for inclusive teaching through the international practicum?</p>	<p>On-site informal conversations & Observations of practicum classes (field notes)</p> <p>Reflective journals (Participants)</p> <p>Post-arrival interviews (audio-taped / field notes)</p>
<p>5. What aspects of the international field experience the participants found significant in developing their intercultural awareness for multicultural classroom?</p>	<p>On-site informal conversations & Observations of practicum classes (field notes)</p> <p>Reflective journals (Participants)</p> <p>Post-arrival interviews (audio-taped / field notes)</p>

Data Analysis

To analyze and identify the codes from the qualitative data – audio-taped and transcribed answers to the open ended questions (participants), reflective journals (participants), and field notes (researcher) – was probed through thematic analysis (Barkhuizen, 2011). Contents of transcribed interviews, the participants’ reflective journals, and the researcher’s field notes from observed classes were thoroughly analyzed to derive organized codes as insightful, valid, and reliable themes for the research (Faez & Valeo, 2012; Daniel, 2014). Based on grounded theory (Glaser & Strauss, 1967), interview transcripts and reflective journals of the participants were read and examined multiple times to understand and identify the key themes and messages that the participants would want to convey for their

developing perspectives on the complex process of teacher identity (trans)formation through their learning experiences.

Since the participants wrote reflective journals based on their perspectives on teaching and learning within the practicum context at KG through their life and learning trajectories, grounded analysis was used to triangulate the thematic code generated from their accounts to be rich and well-developed within sociocultural perspectives for teacher learning research (Arshavskaya, 2014). In so doing, I was better able to learn and make meanings of how preservice teachers can have a sense of structure and reflect on their experiences (Farrell, 2012). As Farrell (2012) also states that preservice teachers can use the preparation programs (here, the practicum experience) “to reflect on their beliefs and narratives (p. 443),” the participants’ stories, insights, and reflections, therefore, need to be identified within a critical and profound researcher’s lens.

Researcher Positionality

The nature and purpose of qualitative research have always inspired my inquiries in language classrooms while working as an English teacher in Korea. As I grew up finding joy through reading, I am now studying TESOL as a doctoral student at MidU, and working as a graduate teaching assistant (GTA) in Education. Both past and present positions in education have shaped my personal, professional, and social identity. While working as a GTA instructor of Korean at MidU in 2015, I have built a quite strong relationship with each participant who major in EALC. For the time that the study was designed as a GTA supervisor for the TESOL practicum in spring 2016, as well as a former inservice ELT instructor, I would be able to encourage all participants to complete their tasks during practicum. Finally, as a native Korean speaker with learning experiences of K-12 education in Korea and of living and studying abroad for about a decade, I was sure that I could be able to answer questions from the participants while they accommodate themselves in a new culture

by sharing coping strategies and ELT in Korea as well as giving advice on working with Korean high school female students. Although I did not have an immediate authority to assess the performance of the participants toward grading, I gave more careful thoughts to avoid making anyone feel forced to participate in the research due to any hidden power relations between me, as a GTA in this course, and them. To be able to do this, I conducted formal or semi-formal interviews only in pre-departure and post-arrival settings. On-site interviews and classroom observations were conducted informally with the participant's consent.

CHAPTER 4. TESOL PRESERVICE TEACHER IDENTITY CONSTRUCTION THROUGH INTERNATIONAL FIELD EXPERIENCE

This chapter explores in-depth features of the qualitative data collected for this study. As partly discussed in the preceding chapter, this chapter aims to extend the existing perspectives on the anticipated effects of an international practicum experience on TESOL teacher candidates⁷ and their professional identity construction through the interpretation of researcher. Emerging teacher identity of language teacher candidates (TCs⁸) or preservice teachers (PTs) may result from what they consider as comprehensible, indisputable, and valuable while they go through education courses and teaching practicum (Yazan, 2014). Thus, probing deeply into the process of how the teacher learning students negotiate, imagine, embrace, and establish their preservice teacher identities during and after the academic and cultural learning at overseas contexts within a critical time frame may significantly contribute to teacher identity research in TESOL teacher education.

Analyzing interview transcripts and reflective journals as well as my ethnographic observation of their practicum experience indicates that several conceptual themes can be created to apply to interpretation of each participant's lived experiences through the TESOL practicum in Korea. The themes elucidate how the overseas practicum facilitates the process of TESOL preservice teacher identity construction with critical impact among teacher candidates who are more or less aware of sociocultural aspects in the professional TESOL field. The chapter's focal themes, to which teacher identity is paid the central attention and based on which the information was gathered critically in conducting this empirical research, are as follows: effort of seeking sense of self as a teacher; initial teacher identity construction

⁷ In this study, this term refers to all of five focal participants without each one's current major in consideration.

⁸ The abbreviations and extended forms are used back and forth. Extended forms are used specifically to underscore certain concepts in certain contexts if necessary.

and reconstruction toward professionalism; and exploration of how practicum participants form competent teacher identity in a community of practice. The condensed learning courses based on TESOL theories, intensive observation, and teaching practicum have played pivotal roles in TESOL teacher education programs by providing the participating TCs with teaching knowledge, practice-based learning, and teaching opportunities within which the TCs could experience meaningful learning of how to embed adaptable and applicable resources into lesson plans for language learners with empathy towards themselves as a new-comer, regardless of each course's duration. With evolving cross-cultural awareness for TESOL education in a different context, the participants in this overseas teacher learning and teaching context were led to more critical perspectives toward teacher identity construction and other sociocultural influences on becoming a TESOL teacher than those who learn to teach in a domestic field alone.

In presenting this critical reflection through observed accounts on the practicum and interview descriptions of the practicum supervisees as well as focal research participants, it would be worth emphasizing that the specific results from the current study should not be regarded as generally applicable to all prospective teachers in the field of TESOL. The voices of the participants reflected throughout this research are also not entirely available for every stake holder to perceive them as a common result from the overseas practicum across preservice teachers. Rather, transformed thoughts and reflections lined up in this study have been inferred highly from each individual teacher candidate's international practicum experience based on each TC's unique worldview, prior knowledge, and philosophy toward teaching. Whether everyone had a firmly situated teacher identity or one that was in transition prior to the trip, it appears that the background of each participant needs to be highlighted with regard to their thought towards teaching and teacher identity. This is for the purpose of identifying both what influences the formative process of initial teacher identity for those

who have never taught and the impact on those with indisputable competence in teaching through this practicum, particularly when focused on an international context in which the target language education (i.e., English in Korea's case) is regarded as one of the most significant aspects in the dynamics of the national curriculum.

The rationale of the present chapter lies not simply upon examination of a presupposed complementarity between overseas teaching practice and practical development for prospective teacher candidates but in going beyond acknowledging their efforts to understand why they are looking into teaching as a future profession and what the impact is of their rigorous negotiation of emerging teacher identity through the practicum. By interpreting the formative phases of the abovementioned process and how TCs perceive the significance of it as open references for the readers or any future TESOL teacher candidates looking for any necessary components for their critical preparedness, this study explicitly explores the impact of an international practicum on those who intend to examine the role of teacher identity in the field of TESOL. Also, another crucial aim to achieve from this teaching practice that may positively impact individual teacher candidates is the participants' perspectives that underscore the process of initial teacher identity construction and how it can be reinforced throughout the deliberately designed teaching abroad program. This impact can hardly be revealed through numbers or studies interpreting extrinsic or scientific evidence alone. The aforementioned focal themes pertaining to initial teacher identity address classroom dynamics of the student teachers while the practicum takes place by scrutinizing the participants' voices, reflections, and observed accounts of their teaching and interacting experiences with students and teachers in the professional teaching community.

The answers to the research questions are discussed based on the analysis of the interview, observation, and reflective journal data in this chapter. And specific delineation of the answers is explicitly unfolded in Chapter 6. Moreover, to more specifically explicate how

the program is related to sociocultural aspects (Chapter 4) and other pedagogical benefits (Chapter 5) offered for the participants through the international practicum experience that potential TESOL TCs would find worthy of attention, Figure 1 (see p. 179) is presented to indicate what an international teaching practicum (ITP) could contribute to development of preservice teacher in TESOL and what teacher candidates could learn through the experience to consider for their consistent devotion with regard to the profession. A visually organized picture shows possible values that the whole program entails for teacher candidates to consider as they choose their programs, and the overlapping zone describes a possible objective that the participants of this study may anticipate as an impact of the program, their very first participation in classroom teaching as a teacher.

Effort to Seek a Sense of Self as a Teacher

Research on teacher identity has earned widespread attention recently in overall teacher education, especially with respect to significant features and noteworthy impact of teacher identity in the field of TESOL (Danielewicz, 2014; Friesen & Besley, 2013; Johnson, Golombek, & Pereira, 2012; Nunan, 2016; Olsen, 2016; Pearce & Morrison, 2011; Trent, 2012; Trent 2013). The features that teacher identity research literature considers most frequently include critical, personal, and affective aspects (Danielewicz, 2014; Day, 2011; Friesen & Besley, 2013), cultural and contextual matters (Gay, 2013; Kumaravadivelu, 2012), discourse (Akkerman & Meijer, 2011; Crafton & Kaiser, 2011; Furlong, 2013), professional communication and interaction (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011; Chong, Low, & Goh, 2011; Liu & Xu, 2013), reflection (Farrell, 2011; Menard-Warwick, 2011; Ruohotie-Lyhty, 2013), teacher retention (Beltman, Mansfield, & Price, 2011; Hong, 2012; Pearce & Morrison, 2011; Schaefer, Long, & Clandinin, 2012), and community of practice (Gleeson & Tait, 2012; Takahashi, 2011; Trent, 2011). More specifically, categorized literature based on studies of teacher identity formation and development in teacher education

underpins the research of preservice teachers' emerging identity (Anspal, Eisenschmidt, & Löfström, 2012; Richmond, Juzwik, & Steele, 2011; Ticknor, 2014), practicum experience (Anderson & Stillman, 2013; Kabilan, 2013; Trent, 2013), inservice teachers' beginning career (Ezer, Gilat, & Sagee, 2010; Kanno & Stuart, 2011; McAnulty & Cuenca, 2014; Thomas & Beauchamp, 2011) and years of experience (Farrell, 2011; Olsen, 2016) in general education, TESOL, or SLTE.

Also, a number of study findings from the aforementioned body of research have reported that inquiries into teacher identity construction have contributed to all-round development in teacher education programs. However, a majority of attention is paid to the features of teacher identity formation among teacher education research or programs 'within limited territorial contexts' (e.g. researcher's institutions or labs, etc.), and there is also a dearth of either empirical research data or literature as to an international field experience as a required practicum course for the preservice teachers of TESOL (or ESOL⁹) in the K-12 domain. To this end, more research on diverse aspects of TESOL teacher identity formation and TESOL teaching quality development with global perspectives through practical teaching experiences in overseas contexts needs to be conducted.

Research shows that novice teachers of TESOL who are placed into professional teaching positions immediately after the academic completion of teacher learning and short-term field training with practicum come across a considerable amount of transitions and gaps between what they learned and what they have to deal with in reality during their beginning year or maybe years (Faez & Valeo, 2012; Farrell, 2015; Farrell, 2016; Kanno & Stuart, 2011; Shelley, Murphy, & White, 2013; Xu, 2012; Xu, 2013). The authors argue that novice teacher

⁹ English for Speakers of Other Languages: This is the preferred term to describe K-12 education and teachers with bilingual, heritage, multicultural students (ELLs) in classrooms where content subjects are mostly taught in English as a medium in the United States. TESOL is mainly used to refer to ESOL, ESL, and ELL as of this chapter and the following chapter.

identity is continually under construction or development during the initial phases of their career, and this determines whether novice teachers continue to explore the professional teaching field with intention to remain as a committed, certified professional through transformation from an identity full of learner-self to one gradually filled with teacher-self (Kanno & Stuart, 2011). It also represents that significant attention is required for investigation into how novice teachers perceive the importance of understanding teacher identity formation within the transitioning process as a teacher candidate while they are in graduate programs. This has been raised as a critical issue because they are expected to lead and mentor a large number of students with diverse language and cultural backgrounds in multiple academic settings in TESOL education. ELLs in early childhood are going through continuous negotiation in identifying themselves with learning two or more languages in mainstream classrooms, in addition to their home language(s) and all cultural aspects. Findings from the research as to novice teachers in TESOL listed above (p. 6) also reveal that these teachers may end up in imminent peril of quitting after only a year or so of being in a new professional community, one that they have invested years of learning to enter, unless they are prepared with their consolidated teacher identity as evidence of critical preparedness prior to their placement.

As Yazan (2014) asserts, language and identity are profoundly interwoven in numerous studies exploring SLTE or TESOL, and it is worth examining thoroughly how teacher identity of TESOL and language teachers is formed and reformed while they are enacting their teacher identity or multiple identities¹⁰ in academic settings during educational or cultural instruction with ELLs. “Because the process of teaching, at once so complicated

¹⁰ Language teachers may have varied or hybrid teacher identities to carry in terms of professional roles on in any educational setting, to each of which they contribute themselves with appropriate teacher agency, competence, and self-efficacy (Cho, 2008).

and deep, involves the self” (Danielewicz, 2001, p. 9), it is inevitable for teachers who teach ELLs or ESLs¹¹ to make consistent effort in constructing and reconstructing their teacher identities as a capable self in order to understand each of their learners’ reflection on the ‘self’ and identity negotiation. Being in a teaching profession indeed is being incessantly committed to the process of identity (trans)formation in practice (Kanno & Stuart, 2011). Furthermore, an extensive volume of TESOL or SLTE literature has presented explicit concerns on the issues regarding teacher identity of native English (NESTs) versus non-native English speaking teachers (NNESTs) (Diniz de Figueiredo, 2011). Comprising a majority of English teaching population in the world, NNESTs and their teacher identity negotiation have gained heavy attention in the related research. Their identity negotiation is intimately interconnected with each of their culture’s idiosyncratic features and language’s unique characteristics in relation to English teaching and learning according to TESOL and SLTE researchers (Canagarajah, 2005).

In contrast to NNESTs, questions regarding preservice NESTs and how they learn and struggle to deal with teacher identity construction throughout TESOL teacher education have still been underexplored. Considering that NESTs are primarily traversing TESOL classrooms in charge of teaching and interacting with all ages of ELLs or ESLs, who bring a myriad of language and cultural backgrounds into the English first language countries like the US, research endeavors on teacher identity construction of NESTs during the period of their critical teacher preparation for the professional TESOL field should not be disregarded (Yazan, 2014). Also, the learning experiences of teacher candidates play an important role for their initial teacher identity development as a representative axis of transition from a college

¹¹ English as a Second Language (Learners): It refers to English language education as the main subject content in classroom with any ages of ELLs who speak English as an L2 in their learning context. Teachers who teach those learners are referred to with this as well.

or graduate student to a professional teacher.

In short, given that exploring teacher identity construction that has an enormous potential and substantial merit to contribute to the current and future research on TESOL teacher education, more literature needs to be extended in which the significant components of teacher identity constructed while student teachers are learning to apply their knowledge into practice at classroom are delineated. The present study not only does this but also sheds light on such a repository which contains invaluable resources for TESOL teacher education research, with a more specific interest rested on the impact of a TESOL practicum in an overseas context. Qualitative analysis of the in-depth research based on empirical study is unfolded in the following section with emphasis on what effort(s) each student teacher made to participate in the program to become a critically prepared TESOL teacher by building each one's own teacher identity towards becoming a teacher with integral teacher agency.

Moreover, it was important to set the main platform for this study as a required practicum course because the gravity of the experience may help each participant or participants navigate which direction they should choose for themselves in the professional teaching field. With or without an uncompromising teacher identity, the participants were involved in this process of learning a set of quintessential elements for a competent teacher within a condensed time frame. The focus of the current section is particularly intended to shed light on these participants' individual reflection of the 'self' as one of the very significant factors of being a teacher and explore the rigor of the teacher candidates' effort in seeking it – as encapsulated in the first research question – in an overseas context. Based upon evidentiary underpinnings, this section provides insights conducive to the entire research as an invaluable collection of resources for both the readers and teacher candidates who are interested in seeking teacher identity through self-reflection. Significant aspects of emerging teacher identity construction among the teacher learners with no experience of

classroom teaching are organized and integrated not only with theoretical conceptions from previously conducted inquiries but also with pre-conceived notions drawn from those TCs of the present study. Five focal participants' lived experiences through an international TESOL practicum are herein explored by means of analyzing qualitative data (e.g., interview transcripts, observation accounts, reflective journals, etc.) as to how each student teacher has built upon knowledge of their area of study and thoughts of teaching in general or TESOL in particular with thorough examination of their biographical narratives of personal learning and life experiences.

To this point, discussed was the conceptual framework for the investigation of self-reflection among the participants on their sense of self teacher. The following section attends to the process of how one by one of five student teachers (Sarah, Joy, Taylor, Amy, and Nysha) has come so far with their thoughts and knowledge of what teaching means to each of them that needs to be underscored for the purpose of investigating the role of a teacher-learner's erstwhile beliefs in teaching as their future career and the potential capability of reflective practice (Farrell, 2011) as a teacher. Being trained within the community of teaching practice in a new cultural and language context for six weeks, the five focal participants contributed to the compiled set of meaningful views regarding the significant aspects of international teaching experience in their interview transcripts, observation accounts, and reflective journals.

The findings from the initial stage of this inquiry demonstrate that teaching experiences of the participants vary, but each of them has been involved in work related to teaching at least once, some more, and they all recounted their stories based on experiences of reflection on themselves, their thoughts of teaching, learning to teach, teacher identity, and the reasons of their participation in this program. This practice of reflection that the participants have iterated in their past learning trajectories are also considered as a significant

indication for these ‘newcomers’ to imagine, negotiate, and identify their identity as an ESOL or ESL teacher (Wenger, 1998) through a host of teacher learning experiences and interactions with their colleagues, mentor teachers, and students in the focal practicum site of this study as their first professional community.

Explicated up to here is also the extended foundational framework for this study regarding the concept of the teacher candidates’ reflecting practice on sense of self as a teacher, since this part of inquiry was not added to the original design of the study. But concerns regarding the matter emerged while the collected data was focused to analyze based on grounded theory. Listening to these student teachers’ voices by shedding light on their preliminary practice of reflection on teaching or teaching career is valued as noteworthy as it may offer a significant insight into reflection on self that influences teacher candidates in growing a robust teacher identity in TESOL or language teacher education (e.g., Kumazawa, 2013). In particular, the focal participants, I noticed, frequently referred to what they have reflected on themselves in relation to teaching, which motivated me to identify which aspects of their reflection to be notified in association with teacher candidates developing a view of teaching as a future career prior to their choice of entry into teacher education programs (Olsen, 2008b).

As a person who has learned one foreign language for a considerable amount of time and observed many language teacher and their teaching strategies through her academic trajectories, Sarah affirmed that she has a definite will to pursue a teaching career and pictures herself in an educational setting sometime in the future. However, she also mentioned that teaching was one of the possibilities she would pursue, which did not imply certainty in her inner exertion toward building teacher identity. Based on my knowledge regarding teacher learning and teaching, Sarah’s pre-conceived notions pertaining to teaching were neither common nor deeply interconnected with what most education majors would

bring. This was not surprising due to the fact that Sarah was expecting to be a junior in the pre-medicine track at college, as she revealed during the Pre-departure interview (hereafter, ‘Interview 1’; On-site Interview, ‘Interview 2’; and Post-arrival interview, ‘Interview 3’):

I think there is a possibility. I want to become a doctor, and right now I am on the pre-med track, wherever God takes me, wherever I feel is right, this program then, I know it’d be a big indicator of all my life goals matching up and my heart truly lies, so I’m excited to go on a trip to learn how to teach into learn, especially teaching English as a foreign language. And so, I think that I definitely will follow a teaching career sometime in my life. (Sarah, Interview 1, April, 2016)

The most salient feature from her perception on teaching as a career at the first interview is her candid thoughts regarding “teaching,” which reveals her connotation showing relatively less distinctive intention toward teaching through several phrases she chose to convey what teaching means to her, such as, “there is a possibility,” “it ‘would’ be a big indicator,” or “sometime in my life.” Seemingly, her decent and very personal view on teaching before she joined this international field experience implies that she may have never given teaching a ponderous influence or impact on her possible future goals unlike some of the other participants in this study. After scrutinizing this part of Sarah’s interview transcripts, however, it was noted during the first interview that she gained considerable recognition of her teaching skills whenever she could give help to those around her in times of their need for academic matters, and it accounts for her constant effort to negotiate a teacher identity that might exist intrinsically inside her. In addition, Sarah commented what she expected to gain from the practicum experience, which also demonstrated her desire to explore what actual teaching practice would be like through implementing a lesson(s) by herself in the classroom:

From this experience, what I would like to gain is, first of all, experience teaching, I would like to come away with different perspectives on what it means to be a teacher,

because I haven't taught very much, but I think that it'll be a lot harder I'd imagine, but also so much more rewarding that I would imagine, so I would love to come away with a more mature, stronger, deeper perspectives on the teaching itself. (Sarah, Interview 1, April, 2016).

As expounded in the previous chapter, examining Sarah's recurrent comments regarding the reason of choosing a career as a medical doctor, "[I] enjoy helping people," underscores the potential transformation of one of her imagined identities from a possible teacher applicant to a teacher candidate with a unambiguous identity (Olsen, 2008b) as embedded firmly in her intended goal for the practicum. Her piece of remark below also implied her transformed view on teaching in the fifth reflective journal (Reflection 5), in which she and all other participants collectively wrote weekly entries until the last day of the practicum¹².

I learned something new each day of teaching and I will cherish those lessons. Not only did I learn about teaching, but also I learned about myself, about my future goals and what is important to me. [...] Through teaching, I learned about my teaching style and specific challenges that I face when teaching. I like to teach with a lot of teacher-to-student interaction and student-to-student interaction. I love to listen to the ideas of the students when they work with each other. [...] I am thankful for the time I spent here, the lessons I learned, and the person I grew to be while teaching in Korea. (Sarah, Reflection 5, June, 2016)

Adjacent to Sarah's academic trajectories in terms of L2 learning in particular, Joy received a number of compliments about her gift of teaching to which she attributed her decision to apply for this program. During the first interview she delineated the aim of her

¹² The practicum schedule was completed on the 5th week of the program. The program was held in Korea for six weeks, and the TCs spent the last week for wrapping up the assignments and their cultural project – making promotional videos and blogs about East Asian cultural experiences to submit to Freeman Foundation in exchange for the scholarship grants they received for this program).

participation to the program that offered her “complex bundles of interactions” (Olsen, 2008b, p. 27) based on her biographical stories and prior reflection with respect to teaching. Her experience of learning foreign languages, Korean and Japanese, has made a notable impact on her thirst to make meanings for her engagement in a teaching career and constructing an unyielding teacher identity through this practicum experience:

One, because I am very interested in Korea, culture and Korean language, and I want to be able to experience that culture first hand, and also because of the teaching aspect of it, that is something I want to do in the future, so this is really well matched as an internship, and I feel like I can learn a lot, a lot from it. Like the teaching and how to manage your classroom, how to be confident as a teacher as well as the actual methods, and how to make a good lesson plan, how to manage time, and you know all of these other things come with being a teacher that don't actually constitute standing in front of the class, teaching, all of those little things. So that's really meaningful learning, I really wanted to be a part of it. (Joy, Interview 1, April, 2016)

Followed by her distinct intention of her participation in this program, Joy's philosophy of teaching that she has been critically building pertaining to her imagined teacher identity is also demonstrated in the following remark:

I've been told by a lot of people that I tend to be very good at explaining things, make people understand. And I think that education is really important, I think that education empowers people, and as someone who had some good teachers and whose mother is a teacher, I want to be the kind of person that teaches well, because I think teachers have a lot of influence in their community and the people that they teach, I think they can really help and they can really be a good influence. And I want to be able to be that for someone, and I also love seeing faces understanding, and teaching people things, because I think the more that we know the more that we learn.

I think the better people we can become and the more understanding about others we can become, and I think we are just so much more empowered if we have good education, because link the world as a fit, if you can read, and you can write, if you can speak one language, and I think especially as we grow globally as we connect more globally, I think we need more good teachers. As a teacher of a foreign language, or as English in another country, or Japanese and Korean in the United States, I think it's really important to emphasize language and how important that is. (Joy, Interview 1, April, 2016)

What Joy explicated regarding the role of education and a language teacher in an individual community reveals her incisive awareness of education for teaching as a “complex, personal, social, often elusive, set of embedded processes and practices (Olsen, 2008a, p. 5)” concerning growth for the whole aspect of a human being, instead of a mere procedure having to do with cognitive and technical development of human’s function (Olsen, 2008a)

Taylor also described his strong eagerness to be a part of the teaching community several times during Interview 1, and his comments regarding the aim of his commitment to this program indicated a firm rationality through his argument in the same vein as Sarah and Joy’s. One thing that stood out more intensely from his comments than the other participants’ was how significant this practicum would be to Taylor, as he noted it as a life-time decision for his career choice. Considering how cautious and deliberate his personality was, the significance he attributed to this practicum was also interpreted to mean he must have spent a critical amount of time on seeking his “sense of self” as a teacher or in the teaching community:

Since starting at the beginning of the semester, a little bit of in the last year Spring, but really at the beginning of fall this year, I was really starting to look at teaching, and what teaching was going to look like, if that was something I would enjoy,

something that I would even want to pursue. And so, when this email was sent out about a practicum teaching English in South Korea, I was like that's perfect, because I get to study abroad at South Korea, and because I really wanted to experience that, because I love learning Korean, but there's something about actually going. It's like you want that experience, so I want to go to Korea, and so that I have that plus the chance to see what teaching is like, internationally. I like to be in a classroom, teaching English on a daily basis in getting to experience that, this is a perfect opportunity for me to explore, and then afterwards I can go, oh yeah, I loved that, I loved that every second, that's what I want to do, or I didn't enjoy that, so there is maybe another path that I need to pursue. [...]. I'll get the experience before I make a decision [to be a teacher] and then go, [or] I don't like teaching at all, but now I'm stuck here for however long because I signed the contract or whatever." (Taylor, Interview 1, April, 2016)

Moreover, the following excerpt implies a long standing story of Taylor's consistent efforts towards finding a true meaning of teaching through experiential learning, such as voluntary service work as a sign language interpreter for a local community or a children's summer camp assistant at his church:

Right now, that (teaching as a future profession) is what I'm looking at. I'm really enjoying working with kids, and I enjoy that process and enjoy working with kids, I enjoy teaching roles and so, right now that's kind of the profession I'm looking at, going into some sort of teacher roles. [...] And then this past summer, I worked at a camp, and I worked at camps before, when I worked with kids, I loved it. I loved working with kids, I have done several camps where I got into do that. But this past summer, I spent six weeks with this one camp that was a travelling day camp, so we'd be in an area for a week, and then we would pack everything up and then go to

another area, we parked at a different church for a week. So that was like a long term working with kids, and in that role, I realized how much I loved that. I knew I love working with kids, but to see long term I still enjoy it, like it didn't ever become all, like I was sat to see the end of this camp, and I was like I want to go back next summer, didn't get to, but just how much I enjoyed working with kids really opened up my eyes to the possibility of teaching as a career, just showing that I have this enjoyment of kids and so, there's a reason for that, because some people don't enjoy working with kids, it's hard for them, they find that frustrating, that's totally understandable." (Taylor, Interview 1, April, 2016)

Similar to Joy's imagined role of teacher, Taylor's philosophy of teaching was identified at the initial stage of the study, which illustrated that he has critically appreciated the role of teacher neither as just delivering content knowledge with standardized test materials to students nor as being an authoritative figure in a classroom, regardless of how well-planned the curriculum and instruction a teacher employs:

I think being a teacher means that you are in a position to encourage and to lead a group of students to grow intellectually and as people, and so for me, to be a teacher is a huge an honor, because that is a group of children, a group of teenagers, a group of young women or young men that their parents have entrusted to me to help growing intellectually and as people. And so being a teacher is basically being like a life leader in ways, doing that through the means of increasing knowledge through specific subject. (Taylor, Interview 3, July, 2016)

What it means to be a teacher to Amy, however, has never been a controversial issue that needed a process of negotiating a future profession as a Secondary English education major student. Rather, negotiating a philosophy of teaching has been a primary task in her occupational agenda. In order to complete this task, she prioritized it and attended to all

necessary chores for the task in her to do list, such as working as a volunteer teaching assistant at a local elementary school during her teacher learning at college. This was not only to experience observation of teaching but also to explore what it is like to be in a TESOL community with expert cooperating teachers and ELLs as a future candidate herself:

My future goals to be a teacher in the education field in general. I've been interested in doing ESL work, either EFL or TESOL, but recently I've also been thinking of doing things in a non-profit working with kids with behavioral issues and things like that, but pretty much anything working with kids in the future. [...] I'm a volunteer [at a local Elementary school], I'm kind of a hired volunteer, it's through AmeriCorps. It's really great, and what I've done is, a lot of times, I work with ESL kids, like tutoring them, reading with them, and things like that, and then with some of the specialized kids too. So just kind of all of them and then I have them, every day after school, do with them and check in with them." (Amy, Interview 1, April, 2016)

For such a person who has consciously devoted herself to developing teacher competences to strengthen her sense of self as a teacher, possibly in TESOL, Amy estimated the program equally as a desired package for any TESOL teacher candidate and a constructive initial pathway towards a particular form of her teacher identity:

Completely, it (STPK) is one of the things that I never would've thought to do, and so when the opportunity came up, just kind of something that seen like once in a life time opportunity to get to experience this culture, because going to Korea, an Asian country, is something I never really thought of doing, because I don't have any experience of the language or things like that, so that's what makes me so excited to this, kind of get out of my comfort zone, experience completely different culture than I'm used to, as well as the fact that it would count towards ESL and now look at me the idea of saying like whatever actually it'd be like, the experience of teaching, and

kind of everything about the program. [...] Especially working with kids from so many different countries, it'd be cool to kind of see what it's like to be in their shoes, being in a different country.” (Amy, Interview 1, April, 2016)

Another teacher candidate majoring in Secondary English teaching at School of Education, Nysha also declared that becoming a teacher is to her as an unchanging future career like it is to Amy, as having always been in search of what teaching represents to her:

I'm an education major, and my biggest goal is becoming an English teacher for middle schoolers. So, I've always wanted to become a teacher since I was little, and I've kind of stuck with that, and now I'm finally here, and got accepted into the school of education at last semester. So, it's just like everything is falling into place, now I'm like going to be in the classroom this summer, and I'm just like so excited for that, because I've been waiting for, for like my whole life. Other interests, I really like reading, writing, being around people, socializing, all those teacherly things.

(Nysah, Interview 1, April, 2016)

While having discussed her portrayal of what kind of teacher and teaching she would want to become and implement in the future classroom, it was evident that Nysha was cognizant of the impact of the teacher in education (Yazan, 2014). In the following remark, she believes that her students are assured to grow and develop in the learning community with her critical role not only as their teacher but also as their ESOL learning advisor since she, as an ELL herself, spent most of her adolescence learning English and is now learning how to teach it. It was interesting as well as significant for me to examine her detailed and unique notion of teacher-student interaction in TESOL classroom:

In the classroom, one of my biggest goals is connecting with my students. I think a lot of times, teachers can kind of forget about that aspect, so I really want to teach, but I also want to remember that I'm teaching kids and not just teaching curriculum,

so I really want to connect with all of my students and just learn about their backgrounds, because I think that's so important. So, I want to individualize my lessons, kind of bring their interests into the classroom, so that they are more engaged. I think a lot of times, when you are teaching curriculum, you don't take the students' backgrounds into account, they kind of often disengaged, and they don't really think that what they are learning is really relevant to their life, so I really just want to make sure that I'm learning about my students and just bring the interest into the classroom, so they would like, "oh, I actually want to learn, 'cause the stuff we're learning applies to my life, and I'm excited about it. So, my biggest goal is make students excited about learning. I don't want to just be teaching, I want them to like really want to learn, that's like my biggest goals. I really love listening to students, and listening to my friends, I love just being there for them. So, another goal of course is just like being that shoulder, to lean on it, kind of being that role models, who sometimes don't have the greatest home life, so just being like that adult figure, where they need them, I can go to them and have a safe ... in there. So I just don't want to be a teacher, I want to be like a mentor, a role model, like an adult they can

(Nysah, Interview 1, April, 2016)

Nysha's reflection during the preparatory period, prior to the trip, with a more specific focus on the noteworthy impact of the interaction with her high school teacher on the first recognition of her inner sense of teacher is also discussed in the following section. Nysha also reflected on her past relationships with her teachers through K-12 in an effort to define a sense of self in a teaching context. This represents that she grappled with critical and cognitive meditations on being a teacher in multifarious ways of getting nearer to the teacher she envisioned to be:

My relationships with teachers just depended on how much they tried to get to know

me and other students. Because the more they tried, the more I felt like they cared about me, so then that made me feel like I could go to them. This is more like a teacher, friend, guidance person, but then on the other side where is just I'm teaching you guys, other problems you have keep it outside of my classroom. Those kinds of teachers, I kind of just like, okay, they are my educator, and I am their student, that's kind of the extent of that relationship. Unfortunately I had a couple teachers like that, like at three o'clock when the bell rings and school's over, they just leave. So for those teachers, I think that a lot of students kind of view them just as educators. There wasn't really a chance for the relationship to grow. But other cases, some teachers would stay and talk to students about problems, and so their relationship obviously would grow. So, that's kind of the biggest thing for me in my experiences.

(Nysah, Interview 1, April, 2016)

The prior reflection that each of five focal participants practiced on their effort of seeking sense of self as a teacher turned out to contribute to their whole-hearted participation not only in the program but also in the consistent process of constructing their emerging teacher identity. More examination of the meaningful process of the TCs' initial teacher identity construction through their teaching experience at KG is continued.

Initial Teacher Identity Construction toward Professionalism: Interaction with Students, Supervisors, or Cooperating teachers through practicum

“Teacher identity is a useful *research frame* because it treats teachers as whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching”

- Olsen (2008a, p. 5).

As Olsen (2008a) proposed his interpretation of teacher identity in the field of

teacher education research, exploring the whole aspect of teachers within social settings has bestowed a distinguished body of literature on the research field of language teacher education (e.g., Beauchamp, & Thomas, 2009; 2011; Cho, 2014; 2015; 2016; Danielewicz, 2014; Farrell, 2011; 2012; Trent, 2010; 2013b; 2015; Varghese, 2005; 2006; Zembylas, 2003.). Seminal features of teacher identity also contribute to researchers and expert program developers in academic and professional teacher education in order for them to construct “various holistic, situated framings of teacher development in practice” (Olsen, 2008a, p. 5). In the broader spectrum of general teacher education, a comprehensive amount of research in regards to teacher identity has been conducted, and a wide range of research outcomes are specifically assistive to those who actively engage in development of initial or continuous teacher identity construction (Beauchamp & Thomas, 2011; Chong & Low, 2009; Flores & Day, 2006; Olsen, 2008b; Settlage, Southerland, Smith, & Ceglie, 2009; Sutherland, Howard, & Markauskaite, 2010).

Over the past ten or more years, a number of researchers have emphasized the effects of critically planned curriculum, instruction, and practicum courses across teacher education programs towards developing the in-depth study of teacher identity formation in the field of SLTE and TESOL teacher education on the whole (Dang, 2013; Kanno & Stuart, 2011; Kiely & Askham, 2012; Palmer & Menard-Warwick, 2012; Richards, 2008; Rodriguez & Cho, 2011; Trent, 2013b; Xu & Connelly, 2009; Yazan & Peercy, 2016). While examining study results of such researchers, it was evident that research on the impact of practicum experiences during the teacher learning period for preservice teachers better to look more deeply into how to develop their emerging teacher identity (re)construction has gained a substantial amount of direct attention from those who are concerned about improving curriculum in TESOL teacher education programs.

Notwithstanding the salient value of initial teacher identity research in pre- or novice

service teachers shown by a considerable body of teacher identity research, there is a dearth of research outcomes discovered particularly with respect to the process of constructing teacher identity from emerging form to fuller development across fledgling preservice teacher candidates within the frame of TESOL teacher education program. Also, little explicit work has been published regarding how TESOL teacher candidates establish their emergent teacher identity through practicum, more particularly in overseas contexts, let alone how applicants to teacher education program, as three of the focal participants as in this study, despite numerous research outcomes delineating the significant role of teacher education programs with respect to teacher identity construction in professional TESOL areas. To this end, in this section of the study as a critical part of the whole theme, the attention is placed thoroughly on an initial phase of budding teacher identity construction among TCs by listening to the voices of the participants, most of who were in their first experience of teaching and interacting with members of a professional teaching community, that was willing to give them considerably invaluable advice, lessons, and unforgettable memories during their practice.

Professional teacher identity development across the field of teacher education research has also been a focal topic in the burgeoning research associated with the critical value of examining teachers' sense of self or professional self-efficacy in the teaching community (Hsieh, 2016). With regards to raising teacher retention rate as well as in relation to continuing teacher development, promoting teacher aptitude and increasing teacher agency in constructing teacher's transformative (identity-wise) and situated (professionalism-wise) sense-of-self pertaining to their perspectives, surroundings, and personal and professional experiences have also been valued as arguably crucial (Day & Smethem, 2009).

Professionally more engaged in continuous development with an unambiguous perception of professional responsibility and quality for the purpose of remaining in their position, teachers are striving to establish a firm sense of professional identity (Hsieh, 2016).

As described in the previous section, consistent reflection on sense of self as a teacher or in a teaching community prior to entry into a practical field of teaching practice with or without having negotiated emerging teacher identity gave the focal TCs a pivotal opportunity to demonstrate their potential participation in the ongoing process of teacher identity construction from an early stage of the profession (Hsieh, 2016). Hsieh (2016) also argues that teachers are active agents, who encounter constant phases of negotiating identities pertaining to their beliefs, knowledge, and experiences that they have gained formerly and are attaining moving forward, and such personal factors will continuously provide them grounds to integrate and adapt their sense of self into ongoing professional identity formation and to retain indispensable components of teacher learning for their professional development. Personal features are also found as determining factors as to whether or not pre- or novice service teachers engage themselves in more robust professional identity development in connection with their surrounding environment (Alsup, 2006; Day, Kington, Stobart, & Sammons, 2006; Flores & Day, 2006; Schepens, Aelterman, & Vlerick, 2009).

Incorporating the above arguments into the project, whose foundational concepts were drawn to explore values of TCs' emerging teacher identity in preservice teacher education program development, this study was planned with the intention of contributing to the field of TESOL teacher education by unveiling critical roles of teacher identity in the dynamics of TESOL teacher education. With a meaningful field experience in the professional teaching community in overseas, the program offered fledgling teacher candidates in TESOL first time teaching and interacting opportunities with students and teachers in an international context. This section primarily and profoundly delineates the process of how teacher candidates initiate an inner scaffold to construct their emerging teacher identity through their teacher training tasks (observation and supervised teaching practice), interaction with members of the teaching community (students and teachers at KG),

and reflection practice (journal writing assignment) during six weeks based on their prior experience of reflecting on the sense of self as a teacher. It examines the gaps between their preconceived notions of teachers and students in Korea and their reflection after interacting with them through practicum. The emerging teacher cognition (Borg, 2015) that they began to be aware of through such interaction is also explored.

While probing into what the focal participants discussed regarding their anxieties, prior knowledge about the students, interactions with students and teachers through the program, a notable amount of data unfolded each participant's meaningful negotiating exertions in constructing their emerging teacher identity. Data gathered from TCs' interviews, reflective journals, and my observational accounts of their life overall at KG, reveals that the process of their identity formation inspired them to examine more deeply multifarious positive impacts of reflecting on 'teacher-self' by coping with critical challenges and hardships that they confronted during the immersion teaching practice rather than merely watching teaching skills and strategies during the observation. The following analysis of the qualitative data addresses significant aspects of the above process which contribute to initial teacher identity development among TESOL teacher candidates by illuminating the participants' narrations more in detail within the particular teaching context of the study's overseas practicum site.

According to the TCs' responses to the questions in regards to Korean students in a secondary education setting and their learning context from the first interview, it is likely that four pre-departure meetings gave opportunities for the participants to invest their time in constructive investigation into forthcoming interactions with those students prior to the trip: what those students would be like and how to teach those students with critical awareness of the TCs inner sense of teacher-self. The focal participants' remarks signified that each of them had already been respectively concerned about their emerging sense of self in a teaching

community based on their academic or personal experiences, as first noted in Sarah's following comment:

I want to be able to give affective lesson plans, clear goals, they can follow and learn from. My expectation of them, I want everyone to be engaged, which is difficult, because not everyone is going to be engaged in the classroom. [...] And then, I was interested in that they (Korean students) study English, because they're required to study English, but I hope for them to begin to have a passion to study the language as well. [...] I think the students in South Korea have to be a lot more hard working for the educational system than in America, because there is more the leniency I think here than the leniency in South Korea for, of the high schools specifically, and the big difference would be seeing that work ethic between the two. Because I know, when I went to high school, there were people, who work really hard and they strive for the education, they wanted to go to good colleges, they wanted to have good grades, and there were also a lot of people, who school wasn't their forte, and they were focused on other things like working or going to trades for, they wanted a different path and tried so hard. But I think Korean education system, it is a lot more emphasized that everyone be studying hard, everyone have, be tempted to get into college, at least trying to. I think that is very different because, in American high schools, more students have the choice to not go to college or to do something else instead. I think the culture there will be very different in the classroom, and how students engage than I was in high school in America. (Sarah, Interview 1, April, 2016)

In this excerpt, Sarah illustrated her expectations and concerns about teaching and interactions with the students within the Korean classroom context by delineating comparative aspects, such as general differences of education between the US and Korea. She

could articulate these distinctive social and educational context differences to be more specific not only because of her other major, East Asian Languages and Cultures concentrated on Korean, but also her unceasing effort of seeking sense of teacher-self in the Korea context as she hoped to be. Throughout the time of Interview 1, she primarily focused on how she could become an effective teacher and how she could help the students learn better with her very first delivery of classroom lessons based not on mere assumptions or picked-up stories but on learned theoretical knowledge she prepared for her participation in this program.

Although many times she expounded the reason for her apprehensiveness about classroom teaching, Sarah believed that her teacher identity was emerging without a doubt when she was able to stand on the podium without anxiety. Surprisingly to her, she felt ‘clicked’ into the position perfectly at the impressive moment that when she and the cohort TCs made their first appearance in the English classroom at KG high school. Just being present in the classroom facilitated Sarah’s initiation of constructing teacher identity, merely through the entry into the inner circle of teacher-student relationship:

I was very apprehensive to teach English, because I do not have very much formal teaching experience, most of mine have just been through tutoring other students, and I've never taught in front of the classroom before. So, what I imagine was it would be terrifying to teach, even though I really wanted to. I wanted to have the experience, I wanted to teach the students and get to know them better, and provide them with the lesson that will be engaging, but they'll still learn from. So I was very concerned, I was very worried about it. But the past couple days of teaching have taught me a lot on what to expect and how to be ready for what you don't expect to happen, and I think it's been really good, because I had a lot of guidance, where we first introduced ourselves, so I got used to be in front of the classroom. (Sarah, Interview 2, June, 2016)

Initially, her prior concerns about interaction with students were primarily confined within the classroom context as the only place where the process of teaching and learning is formed and reformed; however, it turned out that conferences with a large number of students took place anywhere on campus or off campus, as far as meaningful interplays occurred:

Last week also provided the opportunity to interact more with the students and learn more about them. More students came and practiced English with us during breaks and lunch. Some even came to us with homework and essays for help. As the students grew more comfortable practicing with us, they demonstrated their English proficiency and helped us gain a better insight into their different levels. The conversations we had showed what the students are interested in, providing ideas for our lesson plans. (Sarah, Reflection 2, June, 2016)

In the same vein, Taylor also recounted how he came across emerging teacher identity through those pleasant interacting experiences with the students:

I think one of the biggest differences was I didn't know how much interaction we were going to have with the students, I knew that there would be some, but we got a lot more than I was expecting, so that was definitely a big difference, how much time we got with the students, especially at the high school, I know at the middle school and English business school, it was a little bit different situation, but at the high school, since they had [student] teachers last year, we were really comfortable with them, we had a lot of interaction with the students, which was cool, also the amount of teaching we were doing, I didn't realize we were going to get engaged as much as that, which was great, I kind of thought that like, oh we might get three class periods and maybe extra one on Thursday, or Monday and Friday, I knew how the schedule was set up, but I didn't fully understand it, so the fact that we taught a lesson like 12 times or just a lot of times, I was excited to have it, it was a pleasant surprise to have

that much teaching experience.” (Taylor, Interview 3, July, 2016)

Sarah continued explicating the valuable lessons she learned through interacting with Clark, the English teacher at KG, as a supervisor and mentor, observing his classes, helping him manage the class while he was leading the lesson, preparing lesson materials, and evaluating students’ English essays even before they implemented their lessons during practicum. This apprenticeship during the entire practicum afforded Sarah with a venue for a significant impact on her teacher identity not only from empirical practice with authentic lesson materials but also immediate feedback from the experienced cooperating teacher. In addition, Sarah highlighted how gratefully she valued her learning gained through the interaction between her and the lead program faculty¹³ member from the fourth to fifth weeks of her practicum, which was as constructive as what she experienced with Clark. By shaping her teacher identity as an “active, thinking decision-maker” who makes “instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81), she gained an outstanding amount of quality teaching knowledge for a such a short-term experience which she expected a set of quality for her envisioned teacher identity. This knowledge came from every piece of advice and feedback that the professor, 30-year-plus FL teacher and a TESOL professional, offered on Sarah (and Nysha, her co-teacher)’s lesson plans, lesson implementation, and other preparatory teaching activities. Based on my research-driven observations of their practicum, the professor’s feedback was “evaluative, directive, and focused on” (Cahn, 2014, p. 202) what TCs need to employ in their future classroom. The timing of each session that the professor chose to give feedback to TCs was also critical. It afforded Sarah as well as other TCs to take better advantage of effective and constructive teaching and lesson plan strategies,

¹³ Dr. Sofía Fernández (Associate professor) led this faculty-led study/internship abroad program on behalf of Dr. Kelly Wright, a co-founder of the program, while she was on leave during summer, 2016.

as it was conducted shortly after the observation of every TCs lesson (Cruickshank & Westbrook, 2013):

And then we observed Clark teach and we helped out with his lesson, where we just walked around and talk to the students, and then the next week when we observed, we also took a turn at teaching Clark's lesson, which was really helpful, because we didn't have to develop a lesson plan for ourselves, but he had us just try our hand to teaching it, and so we had a little of experience of teaching these students, before we taught them with our own lesson plan, so I think for my level of experience it was very good to incrementally get me into teaching being there. and because I had that experience and I talked with you about teaching and talked with Dr. Fernández about teaching and other education students that it was a lot less scary than I taught it would be, so I had been pleasantly surprised by how much I enjoy it, and students are very responsive. One of my biggest fears is that they would not be responsive, but a lot of them, the majority of the students have been very responsive and engaged in the classroom, so that has been very good thing about teaching here. (Sarah, Interview 2, June, 2016)

In the following excerpt, it became more evident than the beginning that Sarah's decision to enter the teaching community with a clearer form of initial teacher identity as she had imagined was reinforced by those interactions and all other experiences that this program offered; academic and professional responsibilities, learning activities (e.g., intensive two-hour TESOL courses in the beginning two weeks), teaching practice, and ethnographic observations of the schools in various cultural contexts (e.g., classrooms, administrative work, life of students in and outside classrooms, boarding experiences, etc.). These all resulted in the direct impact on the TCs' holistic and professional identity development while being teacher learners in TESOL. Sarah illustrated her overall feeling about the program experience

with burgeoning teacher identity at the fourth reflection:

This week marked the beginning of my teaching career and it exceeded all of my expectations in many ways. Overall, I enjoyed the experience and my understanding of being a teacher and a student grew. I learned about teaching in general, interacting with students, and how to incorporate feedback into my lessons. Teaching presented unique challenges, some expected and some not, and I look forward to bringing what I learned into my next lesson. (Sarah, Reflection 4, June, 2016)

It was presented that Joy's emerging teacher identity also started to appear when she revealed her anxiety or concerns in her first interview about what she might come across during the overseas practicum. In her description below, she unfolded what she expected to be or do while interacting with students prior to the trip. This revealed a certain form of her emerging teacher identity that existed in Joy's sense of teacher-self and would help her remain in the teaching profession by constantly shaping her teacher identity the way she had envisioned, just as Wenger (1998) argued that "identity manifests as a tendency to come up with certain interpretations, to engage in certain actions, to make certain choices, to value certain experiences" (p. 153):

I'm hoping that I don't overwhelm them, I hope that I make sure that I'm speaking clear enough, slow enough. I've been trying to practice speaking slower, and I think my expectation is, I expect they all know a lot more and they feel comfortable saying [in English], and I think that a part of what we are going to have to do is, kind of break that out a little bit more and trying to get them to utilize more the information that they have, and not be so scared to utilize it. It's such, really my concerns and hopefully they know way more than they're ready to say [something in English] and [we] will just be able to work with them on that. (Joy, Interview 1, April, 2016)

As it has been demonstrated, Sarah, Joy, and Taylor indicated their anxiety-related concerns

in a similar vein prior to their participation, which explicates that these concerns promoted their continuous reflection on somewhat ‘unidentified’ inner sense of teacher-self, indeed unveiled as their imagined teacher identity. Their effort of reflection also continued helping them connect the dots to complement their ongoing negotiation of their teacher-selves, even though they had collectively reported as uncertain by roaming around the peripheral spaces (outer circle of education) before. Taylor’s concerns over his self-efficacy in the teaching community and interactions with students and teachers prior to the field experience at KG also imply his exertion:

I do have a little bit more in concerns, one is just like not having been a teacher, like a proper teacher before that’s a little bit of concerning, I know I’m going to have lots of support and lots of people helping me, and I wouldn’t say that I am worried about it too much, but it definitely is a concern, because I’m like, okay, what kind of skills can I be learning out when I get there, I’m at least somewhat prepared, because I definitely feel like that’s I just don’t have the experience, and that’s not bad necessarily, but it definitely is like okay, I don’t have the experience, so I’m going to have to listen to people and really seek to learn from people, because I’m not going to be able to do this by myself, this isn’t something that I can just go in it and be masterful at, definitely need to listen to people and ask a question, be observing, be engaged in what I’m learning, because if I don’t, it’s not going to go well, I’m not going to teach the students well, that’s not a service to them, it’s not a service to the school. And so, definitely have the concern that’s hopefully going to lead to just good action, just good listening, and good learning.” (Taylor, Interview 1, April, 2016)

Like Sarah, Joy also valued the interaction with the faculty and the cooperating teachers during her field experience at KG middle school, through which she could enhance her sense of self as a teacher with more concrete teacher cognition, “the store of beliefs,

knowledge, assumptions, theories, and attitudes about all aspects of their work which teachers hold and which have a powerful impact on teachers' classroom practices" (Borg, 1999), based on tangible feedbacks from the English teachers, Rachel and Mr. Kim. Joy's remark indicated that her perceived notion from the relationship of the KG teachers and students was meaningful for her ongoing process of negotiating her teacher identity, such as teachers and students can construct a 'friendship' in her future teaching context. Regardless of how significantly she acknowledged the faculty's immediate feedback on her lesson plans and so forth, Joy affirmed many times in off-the-record discussions that she gained more pertinent feedback through her interactions with Rachel than Dr. Fernández. She was "afforded a space and opportunity to hear" (Yazan, 2014, p. 210) the important aspects of teaching and classroom management from Rachel, which established a locus for Joy – probably as well as other cohorts – to reflect critically on initial teacher identity construction and continuous negotiation of it. Joy's proactive effort in developing her fledgling teacher identity toward her desirable teacher-self was projected in the following observational account with respect to her view of the relationship between student and teacher at KG:

The teachers seemed more like the girls' friends at time than how we would see teacher here in the US, because I know that interaction at all with teacher personally, being a FB friend, having any physical contact with them at all is very frowned upon, I think in both countries, but it seemed like, maybe this was because it's a private school, it's a private complex, and the girls knew all the teachers very well, but it seemed like they had a little bit more freedom to speak with their teachers, more casually, or that they had more freedom to interact with their teachers through social media and things like that, like as a middle school student, [...]. All the teachers are their friends, current students, I was surprised by that, so even though they are superior, sometimes I think the teacher as more of the friendly role, even though they

are someone to look up to, someone to respect.” (Joy, Interview 3, July, 2016)

Participating with a relatively firm teacher identity from the beginning of the program, Amy also regarded her interaction with teachers at KG as crucial, just as Joy emphasized, with a more elucidated description below based on her invaluable cooperating experiences in class with the Korean KG teachers of English:

It's also been fun working with, having co-teachers, because the girls are at much lower level, we have a Korean co-teacher with us in each class, and so that's been a good experience to have, like working and kind of reading how they take control of the classroom, how they kind of see their role, so that's been a very good experience kind of learn to balance and find that happy medium, so Mr. Kim (head English teacher), kind of like a beautiful mess, it's like an organized chaos, so he thrives some kind of this impromptu environment, we never know what's coming. Rachel actually explained that she is like, “after my first year I just became the most like relaxed and slow person ever, because I got so used to things changing, because things like happen so quickly, and you just have to be able to go with it, be able to adapt, and be flexible,” so that's been helpful to learn how to do that, just being like even though you had disciplines, things are going to change, and how to be able to be flexible, work with it, not complain, that's just how things are so... That's been very good to know when working with the teachers, that's actually happened a lot with a little miscommunications or whatever, just things that always happen in teaching, and so that's something I am really grateful for this experience, (Amy, Interview 2, June, 2016)

Amy valued her experiences of interaction with the English native and Korean cooperating teachers and observation over their teaching at KG, as such experiences afforded her an opportunity to look closer at the professional teachers within a new and different cultural

context. This opportunity also gave her a time for reflection on her perspectives on teachers she has built upon within her comfort zone, the US.

As indicated in the first section of this chapter, Nysha recounted that her teacher identity has been revealing itself since her ninth grade and developing through the interaction with her high school teacher. Nysha explained in more detail why she became firmly determined to teach for her future profession:

For sure, I wanted to be a teacher for my whole life, not from my kindergarten, but my third grade up, but I think the very defining moment for me was when I was ninth grade, and that's when I wanted to be an English teacher, because my ninth grade English teacher was like everything I've described that I want to be. She always took so much time to get to know each of us, and she really made sure that we felt like we could approach her and come to her with problems, and she was really fun in the classroom. That was the first time I've met Shakespeare, and I loved it, because she made it so much fun, and all of my classmates loved it too. Because she brought really fun and funny, twisted everything, everyone was always really excited to go to her class. Ever since then, I really want to become an English teacher. I want to teach seventh to tenth grades, like that gap of kids, so I think that's definitely when I wanted to, as far as like my classes, because that was one class, yes, this is what I want to do. (Nysah, Interview 1, April, 2016)

In the above excerpt, Nysha delineated that how her high school English teacher taught and enacted her relationship with the students were the factors that inspired her the most. It also shows that Nysha has strived in shaping her teacher self by critically observing what constitutes her imagined teaching community, just as Joy and Sarah did for the six weeks of the practicum. However, in Nysha's case, she has been doing this for the most of her schooldays. Notwithstanding her determined sense of self as a teacher candidate, she also

shared her rising concerns prior to the participation, which was related to a similar apprehension that Sarah explicated, i.e., she also never had a formal classroom teaching experience:

I guess my only concern, which I have to face anyway, it's just I've never been in a classroom, where I am actually teaching, so that's definitely something I'm kind of nervous about, and I have to already make lesson plans in my education classes we've been working on for all semesters, so I'm familiar and comfortable with those. I'm just kind of nervous about knowing what exactly to teach them, because I'm not really sure where they're at. So, I think I'm kind of nervous, feeling little bit unprepared, because I don't really know exactly where they're at, and just nervous about actually teaching. But that's something that I have to face as a future teacher, have to take into the classroom. So, this will be my first time, which is why I'm extra nervous, but I'm really excited, because I want to do it. [...] I think it's because we (the education majored) know that this is what we want to do, this is kind of like I have to perform really well, because what if I fail, it kind of makes you feel like, "am I not cut out for this?" I think that's kind of the main, where the concern's coming from. But I'm really excited that we're going to have feedback, because that's obviously how I'm going to be growing as a teacher. So, even though I am concerned, I'm actually more excited about it, because I'm going to grow so much as a future educator. (Nysah, Interview 1, April, 2016)

As she explained in the latter part of the description above, her nervousness was interpreted as a constructive emotion, which drove her to more prepared sense of self in the classroom with more situated and legitimate teacher identity (Richards, 2006). Furthermore, Nysha developed very strong bonds with the students at KG by sharing considerable time with them for entire six weeks. Her friendly smile, unique sense of humor, and deeper understanding of

language learners from her long-term experience of English learning as a heritage language and culture holder helped construct the link between them stronger than the other TCs. She underscored that having a more open relationship with students through the practicum allowed her to feel more professional and become more responsive to what students should probe into the relationship with their teacher. Being confirmed with the orientation she would want to develop her initial teacher identity toward, Nysha expounded her experience with the students throughout their interactions:

And another thing I learned being a teacher is that everything that you say, because first thing is, students are so impressionable, so everything that a teacher says, it affects them one way or another, so I learned that the words and the things you say as a teacher, you have to be carefully thought of, because if you say something that might offend a student, their view of you is going to be different, [...] you have to be watch what you say, because you don't want your students to feel you aren't on their side, or you don't understand them, [...]. [I learned that] making relationships with the students is really important, like the second that I actually talked to students about their interests opened them up so much to me, like they wanted to talk to me, and when I saw them in class, they were excited to see me, they really wanted to get involved, because they knew that I care about them, because I have tried to make that act established connection with them, so that being a teacher not only is like getting in front of the classroom and teaching kids things, but it's also like being a role model, being their friend, being someone that they can look up to and go to, so I think being a teacher is not just, there's so many things that go into it. So, this experience really helped me understand that more.” (Nysah, Interview 3, July, 2016)

Taylor also underscored his in-depth learning through interactive experience regarding how significant the teacher's interaction with students is in shaping their views

toward not only academic development but also social matters:

I think this experience changed to see more of the influence that academic teachers have, because a lot of the teaching positions I had were focused on helping, like a lot of them were either religious based or focused on helping students live through life kind of things, [but] an academic setting where teachers are teaching a subject, it's just a different context, and so the influence that teachers have was something that I didn't, I knew about, and I knew it was there but to feel it from a teacher's point of view, wow, I have influence on these girls, like they are not only going to learn academically from me the way I carry myself, the things I say, they're going to hear those things, and maybe some will hear more than others, but even still, there is a caution to it and an excitement to it that I didn't realize it was there before. (Taylor, Interview 3, July, 2016)

As the five focal participants were continuously immersed in shaping and constructing their emerging teacher identity through the meaningful interactions with the students and the teachers at KG, they became more and more attentive to the notion that “teacher identity is what shapes our pedagogy, our classroom presence and even our community persona” and “teacher identity is who we are in our classroom lives” (Woods et al., 2014, p. 113). Each time they met a moment of conceptualizing their teacher self into a more legitimate form, they felt that they were influenced by their personal and professional sense of identity emerging in the teaching context (Woods et al., 2014). Not all teachers reported that they met what they had expected, but more than half of them recounted their interactive experiences throughout the program as filled with chances and circumstances for teaching and learning which personally and professionally influenced the process of their teacher identity formation (Olsen, 2008b):

My views on being a teacher have really changed since doing that (the practicum),

because I worked at Boys and Girls club and all kind of, I've gotten into the classroom a little bit before, but I think with this not only teaching at a different grade level either I worked with the young girls, but also teaching with a language barrier, I think it really changed how I view communication and reaching out and like being able not only to just expect the students to come to you but to really actively seek out helping them learn, helping them engage with learning, and helping them figure out what they want to do, what they're learning, how it applies to them, that really evolved in how I understood. (Amy, Interview 3, July, 2016)

Amy's teaching experiences through the practicum were also influential on her construction of teaching perspective and teacher identity as a competent future TESOL educator who builds strong relationship with diverse ELLs from multifarious language and cultural backgrounds in her classroom. In her interviews and reflective journal assignments, she stated explicitly how her responsiveness to classroom dynamics has grown to accommodate the flexibility necessary in leading future TESOL classes.

Probably whenever things went wrong, it was actually when I felt myself improving as a professional one as a teacher, because that really tested my ability to be able to be a problem solver, and I mean things would go right and then be fine, and they would be good, but when things went wrong, I probably myself having to lie with what are my skills, like what can I do in the situation, and specifically when we did our second lesson plan, Naomi and I had to change it in ten minutes for the next class, had to completely change to a new lesson, and so that really, we didn't have time to practice or whatever, but we both ended up doing really well, and that helped me better prepare for when things go wrong, when things aren't exactly how you expect them to be, I felt a lot more confident on my ability to be flexible with my plans and things, and it was good, because everywhere things are always going to go wrong in

a classroom, you can never really expect what's going to happen, and so that was really helpful to see onto experience as a student teacher, and just seeing the girls in general, interacting with them, getting to know them, and everything helped me as a teacher getting to connect, and actually teaching so many different girls is incredible. (Amy, Interview 3, July, 2016)

Nysha revealed that her teacher identity evolved gradually and was developing continuously throughout the experience of teaching and interacting with the students at KG with no boundaries in the dimension of her developing teacher identity:

I have really been doubting my choice of becoming a teacher and I have really been wondering if teaching is something that I would actually enjoy and do well, but this week's teaching really made me realize that I belong in the classroom because I had so much fun and I felt so alive and seeing the students doing the activities that Sarah and I worked so hard on and actually having fun while doing them made my heart swell with happiness and pride and I think that that is a feeling that I cannot get anywhere else. [...] I feel so much more confident about teaching just after a week, and I am so happy and relieved that my first experience teaching went smoothly and went well because all I kept imagining was that it was going to be a disaster. I am so excited for next week's lesson, but I also am a little sad because this is all going way too fast! (Nysha, Reflection 4, July, 2016)

Every component of the six week program was geared towards the ultimate goal that Sarah pursued (e.g., more experience of formal/classroom teaching), which has never been changed, especially her belief in teaching as 'helping'. She now makes the decision to engage in more in-depth preparation to become an adaptive and responsive teacher to any range of language proficiency levels her future students might have. And her budding teacher identity, being led her by her choices, plans, and views, has evolved through her interactions at the

teaching community (Wenger, 1998). This powerful impact of the TESOL practicum contributes especially to teacher candidates in K-12 settings at the US, potentially working with numerous ELLs, in considering plausible circumstances that they might encounter with more than half of students in a classroom whose learning levels are similar one another but language proficiency levels may show visible gaps:

It is very good to have a lot of preparation, you need to have a lot of preparation, especially to start out as a teacher, but I think one of the things that made that so much easier and less scary was... The teaching isn't all that scary that... the students don't know your lesson plans, you can mess up and pretend that was what you're supposed to do, they wouldn't know the difference, but I think that the KG students were very encouraging, very bright, very engaged made that transition to, okay, I'm going to be a teacher now, and I'm going to figure out my teaching style, and how to do it with these wonderful students, so for me now that I have observed and taught at KG, being a teacher to me may mean someone, who is passionate about helping the students, accomplish the objective, the learning objectives of the class, improving in their English conversation skills or understanding the certain grammar point that they're struggling with depends on what you're teaching, [...] I think for me is being passionate about helping the students where they're at, helping them improve no matter if they were at a lower level or higher level of speaking ability. Because you're never going to help a class everyone is the same level, so I think just still being passionate not getting discouraged and keep working to help the students where they're at.” (Sarah, Interview 3, July, 2016)

In response to the question of whether teaching would be a potential long-term career for him, Taylor delineated that being positioned as a student teacher in the professional teaching community and having opportunities to interact with experienced cooperating teachers

enabled him to view himself as a teacher and to get ready to dedicate himself to his future students' learning journey as evidenced in his reflection about the last day of the practicum:

Despite not feeling very good about our last lesson, I have been very grateful for the teaching experience I have had here at KG. Before coming to KG, I was not sure if teaching would be something I could pursue as a long term career, but now I feel that this might be just the job for me. I love being in the classroom and getting to interact with the students. Even with the stress of planning the lesson, it was so satisfying to see the results and to be able to say, "I taught that class." I also see immense value in teachers and the influence they have on their students. One thing that I want to keep thinking about as I move forward is how to continue to nurture my position as a teacher to positively impact the lives of my students. The influence of a teacher is something that I want to take very seriously and I look forward to exploring this career. (Taylor, Reflection 5, June, 2016)

Although Taylor was not from an education major or with a confirmed teacher-self in his sense prior to this journey, the above remark shows how his perception of being a teacher has transitioned substantially from a person who have an interest in being around the teaching field to a teacher candidate who can be sure of his strong sense of teacher-self with an emerging in-depth teaching philosophy after a short-term international teacher learning with powerful impact.

Constructing Competent Preservice Teacher Identity through Community of Practice

The fourteen TESOL student teachers in 2016 STPK program participated in all the required academic and cultural activities as well as the immersion living experience as a cohort for the entire six weeks in Korea. Six of them were placed at KG high school, four of them at KG middle school, and the rest of them worked together at KG English Business

(specialized) high school. All of the participants gathered and spent most of their time in one teacher room (E1) located at KG high school for their teacher office and field training except classroom lesson implementations. The other two schools also prepared a convenient working room for their TCs, but everyone usually came to E1 each morning, around lunch time, and after school, because the room was equipped with technology devices, wireless internet, and refreshments for their breaks. The room was also used for the TESOL theory lecture courses during the first two weeks. The experiences they shared together in this space contributed to their identity construction in a community as a cohort. They not only relaxed during breaks there and invited KG students into to help them practice English, but also had frequent discussions to share their ideas and resources in lesson planning, which afforded them constructive interactions together with more developed sense of professional teacher-self.

The five focal participants described that they needed this cohesive group experience in helping each other by building supporting relationships. Sarah illustrated that having a cohort for working on the shared concerns contributed to each other's growth. As she explains, they were able to rely on one another whenever they needed support and confidence from their preservice teaching community:

The overall platform of having the fourteen of us there at the same time, that was very good for lesson plan ideas, and if we were like, "oh man, I'm really struggling, I need to incorporate the writing activity or speaking activity, but this is the idea we have that isn't really working," you could go ask like thirteen other people, "what do you think about this," "what ideas you have," and they were like, "oh it sounds like a great idea," "maybe you shouldn't do that, maybe here's something else," or "I think this works better, you should change this way," or "change a part of it," so it was very good for collaborating all of the ideas and developing lesson plans, because you have that many other people with you, also developing lesson plans, and they might

look at your lesson plan from a different perspective, they will give you a different suggestion. (Sarah, Interview 3, July, 2016)

Being within the comfortable and vibrant team spirit of the cohort, Sarah seemed more confident and more assured with her teacher identity in the making when we had the last interview the third week after the program was completed. Not only were shared her ideas and opinions but also was heard her knowledge based on personal and academic experiences with her community members while being engaged in diverse teaching and learning activities for the given time in Korea, and she felt most grateful for being recognized as a member of the teaching community. In exchange, she enthusiastically participated in the group interaction that shaped their community to be more applicable to the professional and social domain for teachers.

The collaborative six-week apprenticeship also afforded the unique traits of each participant to be firmly connected with an integrated group identity while learning and practicing together through the program, which further inspired the student teachers with critical awareness of their emergent teacher identity and their teacher identity in negotiation. Throughout those trial experiences in the professional teaching community, the focal TC's preconceived perspectives and existing beliefs which used to identify their sense of self as a teacher joined and interplayed with different aspects of other perspectives and beliefs in a group whose members shared the same interest and learned the theories together. This undergirded their interpretation of pedagogical practices in TESOL. Amy, who had been continuously certain about her teacher identity involved in the teacher learning program at her college for longer than the other TCs, elucidated that such interactions and conversations afforded her a space for negotiation of her identity as a teacher learner within a community:

I've learned a lot about, never worked with that big of a group of people, and such specified work, it was definitely easier when I was just like me and Joy, or me, and

Joy, Kelly, and Emily (KG middle school TC group), but it was also fun to learn to take the class with all of us together, and there were so many different ideas being put in, it could be challenging at times to find the balance, and put through everything, and make sure everyone was on the same page, but it made me learn how to be adaptable and be flexible, my views in being able to figure out how to interpret whether someone else is trying to explain, someone else is, their idea, their view of what's going to be done, and how that incorporates my own ideas, so that kind of be inclusive of everybody, I have learned a lot about that, also learning not to take things personally, because when there're that many people, everybody has all these ideas, it's like obviously not everyone can get what they want, and so being able to be fine with not being the person that gets what they want all the time, to be adaptable with what everybody else needs was something that I really learned, and being together, so much the time, finding a way to take a step back and be able to personally evaluate how I feel about the situation, how I feel in that environment but without just shoving down and being like, I don't want to talk to anyone, being able to find time for myself without having to just shut everyone else out was something I learned a lot too. And to grow together, rather than take my own individual experiences, but take what everybody else is just going through, so it's all about that.

(Amy, Interview3, July, 2016)

In that respect, Nysha also shared as in the excerpt below, that within her community learning experience she found the significance of each member's voice, opinions, and listening to one another for together as a big group of student teachers to make this learning experience of partly professional values, beliefs, and modes of interpreting classroom dynamics in TESOL

education in Korea¹⁴ as a beneficial opportunity to everyone, and later able to bolster limitless expansion of their teacher identity's capacity in a diverse TESOL classroom in the US or any other multicultural settings:

It was really nice having five other teachers in the high school with me, because not only did I have a co-teacher to sit down with and pin everything out and get each other's impulsive opinions, and different ways of doing things, but we also glad to, if we were stuck on something, how can we make this more fun, how can we make this more relevant to the students' lives, we had these other teachers to ask for help, and they were like, oh I think you could do this this way, I think this would be better this way, so it was really nice being in that environment, because not only did they help us, but they helped us with genuine hearts, each of us would do really well, we want all of our classes to, how to create the experience with all of us, so we really made sure that. If a co-teacher or other teachers are struggling with something, everyone jumps in to help them, because everybody knows that they need to make this experience beneficial one, the best it can be for everybody. So it's really nice having colleagues with us, and even with the middle school teachers (TCs) and the business school teachers (TCs), we got to hear their ideas, and see how they designed an English curriculum completely different based on the proficiency level of the students, and the age of the students, like all the different ideas, all these different teachers came up with, all the different schools came up with, they were just really cool seeing how creative we could be, and just seeing like the greatness that came out with all the lessons.” (Nysha, Interview 3, July, 2016)

¹⁴ The English education setting in South Korea can be included in TESOL education since the focus of English education in national education becomes more highlighted as importance of English for students future within a globalized world grows.

The program also provided the participant group opportunities to learn, discuss, and examine to challenge and question one another in the initial phase when learning TESOL theories. Every participant brought critical questions and comments based on their past experiences related to language learning or teaching. These frequent formal and informal forums were attributed, as contributive venues for all the TCs, to each other's growth by externalizing teacher voice and beliefs and internalizing meanings shaped by listening to other opinions prior to launching their developing teacher identity in the professional community. As peers from diverse personal and educational backgrounds, they were participating together in a complementary framework of teacher identity construction with specific pertinence to TESOL teachers. They did this by socializing in a professional manner, 'structuralizing' what they discussed, and 'effectual-izing' (make effectual) what they had incorporated and interpreted from each other's knowledge and resources.

Like Amy and Nysha's, Taylor's description also sheds light on the value of community of practice in both TESOL teacher training program and general teacher education. He delineated how a person with lone-working preference could adapt to collaboration through the TESOL teaching practice with a community membership (Canagarajah, 2012). It was evident that his emergent teacher identity construction was progressing profoundly as well as holistically when he illustrated a refined vision of himself as a prospective teacher in the professional TESOL teaching community in the third interview:

I have a tendency to work by myself, that's always been my preference, because then I can be responsible for what I need to get done and what I think should be done, and then I'm also responsible when something goes wrong, I don't have to depend on anyone, so that being said, this was very good for me, it was stretching experience to have a partner, someone that I'm working with, and I can say this was very good for me, it was stretching experience to have colleagues, people that I'm working with,

and I can say it was a very pleasant experience, it wasn't perfectly one hundred percent smooth, but to learn, okay, how is this person function, how is this person teach, and how do we pair things, how do we work together, so that these students are getting what, they need out of their education and what they need out of this class, so it gave me wonderful opportunity to practice listening, to practice understanding, to practice listening to other people's ideas, when I may have this grand vision, but to listen to other people's input within that vision, so I would say it's a fantastic learning experience for me to learn how to work with others, even if we were very different people. (Taylor, Interview 3, July, 2016)

In a similar vein, Joy underscored the importance of listening to other colleagues within their collaboration, and she also highlighted how rewarding and meaningful learning in a community was to her in defining the place of her 'self' and the concept of teacher identity that she would need to enter into a teaching community of her own (Beauchamp & Thomas, 2009).

You are not just like by yourself, because I think that as teachers, sometimes we imagine I'm going to have my own classroom, I'm going to have my own lesson plan, I have a curriculum based off, but I'm going to do my own thing, treat the students exactly how I want to, but a lot more things go into that than just we see I think all the times I saw before as a very individual job, but there's a lot of collaboration that goes on with it. If you were working at a restaurant, or store, or a company, there's so much you do with other people, and being a teacher, it's not any different. It is, but it isn't, but you're definitely working in a community, and sometimes that can be difficult, sometimes you have to grow a little bit, because other people have different ideas than you do on how something should be done. I think that was something huge that I learned about being a teacher. It's also important, you have to grow as a teacher

as a person, when you work collaboratively, you will always have different ideas with another people, and sometimes you have to match those ideas, sometimes you have to leave off things you thought really cool. I want to do this way, but if it doesn't work that way, then there's always different way can be done. [...] working together was a lot of listening, and of course there was always time to offer ideas, and you talk about your own opinions, listening is the most important thing, at least in our group of fourteen, it was a very important thing. (Joy, Interview 3, July, 2016)

The practicum at a professional teaching community in Korea (here at KG) offered its participants opportunities to negotiate their emerging teacher identity through collaborative interactions for six weeks. Participating TCs strived to position themselves in their first social and professional teacher training space without much academic constraints as opposed to many other undergraduate education major students in the US, despite their K-12 teaching major; the regular courses for teaching practicums at professional education facilities are limited for those who anticipate graduation upon completion of their practicum in the School of Education. Therefore, considering this privileged opportunity granted for not only two education major students, Amy and Nysha, who just finished their sophomore year and joined the program, but also three other non-education major students, Joy, Sarah, and Taylor, one teaching internship takes charge of a central axis that influences on each budding TC's trajectory toward self-identification within a 'mobile' community that establishes their group identity construction. This community I referred to as 'mobile' because each teacher identity – transformed identity through negotiation within collaborative interactions of the community members – varies, contingent on a designated physical location, i.e., which school one would be posted to.

Another significant factor of student teachers identity building process that deserves attention is, as described in the beginning of this section, that they had a place where they

could meet, discuss, and share their knowledge and resources regarding all assigned work related to learning theories and preparing lessons (Zembylas, 2003). This specific space at the teaching practicum made these internship trainees available to feel that they were recognized and they were making meanings that contributed towards their growth as a teacher. Their views and knowledge extended through the legitimate peripheral participation (Lave & Wenger, 1991) of observing and learning directly from the practice of the experts – their supervisor and mentor teachers – in the teaching community were shared in this physical space, which also encouraged the TCs sense of belonging and membership to the community (Wenger 1998). The importance of having a consistently designated zone in a community where an individual member identifies himself or herself as belonging to was underscored by the focal five participants as they got to engage more in professional tasks in a professional context (Flores & Day, 2006). Whenever the KG students were coming down to meet the student teachers and having conversations with them, Nysha, Sarah, and Taylor said that they felt they were perceived as a teacher and their presence was acknowledged within their role as a teacher. They were given an “infrastructure for imagination” of professional teacher identity with a membership to the teaching community in practice (Wenger, 1998, p. 238) through the interactions in the space.

“Engagement in practice” gave the TCs “certain experiences of participation,” and what their community pays “attention to reifies” them as its participants (Wenger, 1998, p. 150). The TCs participating in this study strived to see themselves as a teacher prior to the program, but mostly their expectation to be viewed as teachers in the world becomes certain after the completion of their practicum and more specific teacher learning later. Wenger (1998) described that “the experience of identity in practice is a way of being in the world. It is not equivalent to a self-image; it is not, in its essence, discursive or reflective. We often think about our identities as self-images because we talk about ourselves and each other – and even

think about ourselves and each other – in words. These words are important, no doubt, but they are not the full, lived experience of engagement in practice” (p. 151). Through this lived experience of the practicum, our TCs not only could identify their persona as teachers but also gained the legitimation of their presence by teachers and students in their teaching community (Wenger, 1998). Their “membership” in the teaching community of practice in Korea “translates into” their preservice teacher identity “as a form of competence” (Wenger, 1998, p. 153).

It was evident that their interactions with students, teachers, and other TC’s during the practicum reinforced the process of their emerging teacher identity formation in the community of practice. The investigation of these constructive opportunities that this experience afforded to the TCs to listen to each other, share their knowledge based on experience, and help one another reflect on themselves as teachers within a space where they could participate in negotiation of their teacher identity under continuous mutual construction, therefore, deserves considerable attention.

Thus far, this chapter discusses what it means to be a teacher to the participant TCs based on their past reflections upon their sense of self as a teacher prior to their practicum experience as well as how they constructed emerging teacher identity or developed initial teacher identity through both observing the dynamics of teaching and learning at a professional teaching context in Korea and experiencing collaborative learning within a community of practice setting. The following chapter explicates how each TC constructed a scaffold to build effective teaching quality that they could critically apply to their TESOL classroom in the future with multiculturally responsiveness and intercultural sensitivity.

CHAPTER 5. INTERNATIONAL TEACHING PRACTICUM FOR TESOL TEACHING QUALITY DEVELOPMENT

Teacher education in globalized contexts around the world has challenged preservice teacher education programs to answer numerous questions in recent years (Kasun & Savvedra, 2016). In particular, TESOL teacher preparation programs have encountered more extensively diverse tasks required to be appropriately responsive in TESOL classrooms with multicultural ELLs (Jiménez & Rose, 2010). In one of the largest multicultural contexts, the United States, TESOL teachers and their learners tend to have more opportunities to understand each other's language and cultural backgrounds and comprehend their different ideas, opinions, and perspectives. Therefore both teachers and learners have more to learn from one another in order to be responsive to the diversity of individuals and to expand ELLs' intellectual and sociocultural capacity in a more in-depth way for their future experience in mainstream classrooms (Jimenez-Silva & Olson, 2012; Kabilan, 2013; Peercy & Martin-Beltran, 2010).

While TESOL teachers and learners are attempting to create a more constructive education space that helps them continuously build more meaningful relationships based on mutual understanding of one another's different cultural perspectives, TESOL teacher education programs are experiencing urgent demand for teacher training courses designed to prepare teacher candidates for "borderless education" (Kabilan, 2013, p. 198) in their TESOL classroom. This multi-culturally limitless context is believed to not only facilitate intercultural awareness development of both TESOL teachers and ELLs but also to enhance learning achievement of both content subjects and the target language for ELLs (Daniel, 2014; Jiménez & Rose, 2010; Jong et al., 2013). This eventually affords the ELLs utmost adaptability to any challenges in their new target culture as well as the skills to contribute to forthcoming generations of their own culture.

To meet this demand, the STPK integrated preservice TESOL teacher education program with focal theories learning and intensive field internship to cultivate TESOL teaching quality among teacher candidates and to offer future applicants for TESOL educator meaningful motivation factors through a myriad of hands-on professional field training opportunities which most teacher candidates would not normally experience during their college years. Also, this holistically equipped international TESOL practicum needs more critical attention for other important reasons, because it affords a venue for the participants to foster teaching quality with intercultural recognition through the international field experience based on a community of practice, arranged for collaborative learning and interaction with students, colleagues, and experts which generates the likelihood of further identity formation.

In order to incorporate with the potential implications that the present study intended to identify for TESOL teacher candidates in their multicultural classroom, this chapter underpins more practical features of TESOL teaching quality that the practicum participants in STPK can construct through their direct experience of the professional field of TESOL for more critical preparedness (Harper & de Jong, 2009; Sehlaoui & Shinge, 2013).

Notwithstanding two decades of increasing attention in teacher education research on teachers' teaching quality and teacher effectiveness related to multicultural aspects (Michelli et al., 2016), there is still a dearth of empirical studies of TESOL teacher quality and the process by which their teaching quality development is detected. How preservice teachers in TESOL traverse teaching and learning in search of effective TESOL teaching quality with language teaching quality in particular through lived international field experience is considerably underexplored as well.

To underscore this as a focal objective of this study, this chapter discusses what the participants observed in classrooms taught by the professional TESOL teachers in an overseas

context and how they employed reflection on their observations in their own practicum lessons for their own professional teaching quality development. Although the Korean secondary English education setting is an EFL context, the first section of this chapter attends to how the five focal participants considered ways in which their learning experience abroad might benefit their future TESOL students regardless of which professional TESOL teaching context they may end up. The subsequent section unfolds another prospective value as well as one of the most significant aims for the teacher candidates to achieve from this program: intercultural awareness. By shedding light on an imperative component of TESOL teaching, ‘sensitivity for diversity,’ this section examines how the TCs constructed their teaching quality as a teacher of English as an international language for a globalized curriculum. Moreover, the section expounds the value of this program in teacher education that the five focal participants indicated based on their experiences and perspectives through critical and comparative observations over the program and the practicum context as well as which multicultural awareness or insight they obtained through teaching practice at KG.

Teaching Quality Development through ITP for Inclusive Teaching

In order to ensure high-quality instruction in any teaching context, attention must be paid not only to teacher quality but also to their teaching quality (Darling-Hammond, 2014). While teacher quality refers to “the bundle of personal traits, skills, and understanding an individual brings to teaching, including dispositions to behave in certain ways, such as collaborating with colleagues and adapting instruction to help students succeed” (p.7), ‘teaching quality,’ may represent “strong instruction that enables a wide range of students to learn” (Darling-Hammond, 2014, p.7). Any strong instruction, however, can hardly avoid challenges of requirements for the discipline, instructional goals, and contextual needs of students. Teaching quality is only partly constituted by “teachers’ knowledge, skills, and dispositions” (p.7). External components beyond teachers’ knowledge or ability may also

result in vigorous influence on teaching quality in some contexts (Darling-Hammond, 2014); such as, inadequate teacher resources, inferior spatial circumstances, time constraints, or overflowing class sizes.

Nevertheless, teachers can be provided with opportunities to develop teaching quality suitable for their context through curriculum and evaluation systems specifically designed to provide proper quality teachers need for their work, for balance between their tasks and their proficiency, and for their working conditions in teaching context. As Darling-Hammond (2014) argues, “an excellent teacher may not be able to offer high-quality instruction in a context where he or she is asked to teach a flawed curriculum or lacks appropriate materials” (p. 7) and “a well-prepared teacher may perform poorly when asked to teach outside the field of his or her preparation or under poor teaching conditions” (p. 7), teachers also can construct effective teaching quality for a particular context by means of learning or training through teacher education programs or field experiences appropriately geared towards their goals. Thereby, even “a less skilled teacher may be buoyed up” if they are placed in a field with “excellent materials, strong peer support for lesson planning, and additional specialists who work with students needing extra help” (p. 7). Eventually, teachers may be able to practice the utmost knowledge and expertise into their teaching context based on the teaching quality ensured by their field experience, regardless of any undesirable conditions they might be surrounded by.

In order to be equipped with such teaching quality through the practicum experience at KG, the focal TCs spent a considerable amount of time observing the English classes taught by a native English speaking teacher from America in each KG school during their initial participation of the program. The teacher used English-only instruction to intensively improve speaking and listening proficiency of the secondary education Korean students. There was a classroom for this immersion English learning next to the office room (E1) at the

high school or next to the gym at the middle school, and respectively five to six classes were held every day. A group of students came to this place during every one-hour teaching session to work with the native English instructor. Each class size was rather large – around 35 to 40 students – per one native English instructor, thus another Korean-speaking English co-teacher also attended every session. However, the Korean teacher was not there to be paired with the native instructor to lead the class; he or she was usually sitting in the back of the classroom or walking around in case their help would be needed– for example, when students needed a translated instruction due to particular difficulty in comprehending English instruction, when disengaged students caused trouble in the classroom, and so forth.

The Korean language teachers at KG were in charge of English teaching mainly in Korean language to KG students with an emphasis on the subject content of English for standardized assessment purposes, and with the native instructor, the students were primarily learning how to speak or write English with authentic and immersion instruction.

Communicative language teaching (CLT) has been one of the primary objectives for English education in the national curriculum of Korea for the past two decades (Yim, 2016) since the national curriculum center employed the CLT approach for English in primary and secondary schools nationwide (National Curriculum Information Center, 2014). For the aim of developing communicative competence of English among all the students, the English instruction at KG has been built upon a carefully organized immersion and hands-on learning system, through which the students' achievement of basic English use is facilitated by understanding communicative aspects of English as an international communication both in and outside their classroom context.

Clark, the native English speaking instructor at KG high school, was from one of the largest cities in the US, New York City, New York. It has been longer than five years since he started his life living and teaching in Korea. He said that he had not taught before coming to

Korea, but he learned how to teach English as a foreign language and worked at several schools prior to KG. His ethnic background was Thai, which, he described, influenced his decision of going to one of the Asian countries for global experiences when he was younger. Although he had been to Thailand first and then came to Korea, he did not reveal the experiences in Thailand or why he changed his direction to Korea in detail. However, he seemed content with his working conditions, benefits, and life overall in KG and Korea whenever we had the chance to talk about his life and his career at KG.

Sarah, Taylor, and Nysha, three of the focal TCs placed at KG high school, were impressed by Clark's personal mode of teaching, highly pertinent to EFL context at KG or Korea in general, from the beginning period of their observation. Each TC indicated how vibrant and inspiring Clark's experienced instruction was through their classroom observations, but what they all highly admired the most was the way he led a large group of students by motivating them to get engaged and drawing their utmost attention for the entire fifty minutes given to each session with his deliberately constructed lesson plans. The students were evidently provided with this "individualized trait that helps learners persist long enough to" accomplish the goals they set for communicative English learning "regardless of their language aptitude or cognitive characteristics" (Maeng & Lee, 2015, p. 25) each time they interacted with Clark, as Sarah remarked:

Clark's classroom I think is very good for making the students feel more natural, feel more comfortable to practice the language, because Clark has a very comfortable style of teaching, in a way comfortable meaning that he makes them feel comfortable to practice with him, he's very loud and engaging, and he is very fun, so the students don't feel they are coming to learn English, they feel more like they're going to Clark's class, which I think that the environment he's created is very good for their learning English. (Sarah, Interview 2, June, 2016)

Clark's distinct teaching styles were continued in Nysha's elaborating comment when asked if she found any skills or strategies from Clark or his instruction that she would emulate in her future language classroom:

Clark, he was really like animated all the time, and he was yelling, and screaming, and having so much fun, and even like really boring subjects or topics you have to teach, he tried to make as much fun as he could, and one thing that a lot of students would tell me is that the entire day the teachers just talk to them, like the lecture at them, and it's more teacher oriented, but Clark's classes, at one class we were like, they felt like actually talking, they can actually have a more of, a comfortable classroom atmosphere, where students were jumping up and getting involved, having fun, and so I think that's a really important strategy, it's just like you want to have that class, and you want to teach in a way where the students are like, I can say things, and I can participate without feeling like I'm wrong or feeling like what I'm saying is not important. That fun personality, I really want to bring that into my classroom, because even though it's viewed as a skill, but I think it's a strategy, to like get the students interested etc., just having them sit back and not feeling like they're having fun, because there is a teacher with just like monotone voice, lecturing at them, so I think that's actually a really important strategy, it's just like, have the fun personality, so you can bring that to the fun of your students, and have a fun classroom atmosphere.” (Nysah, Interview 3, July, 2016)

As Nysha specified above, Clark was critically prepared with his ‘strategy’ that enabled a comfortable classroom atmosphere for students to get engaged with more effective communicative English learning by taking risks with less anxiety of making errors, which fits the EFL context of Korea. It is not easy for language learners to find opportunities to practice their L2 outside their instructional context in a monolingual country. It may be particularly

hard for them to be adventurous in their classroom with subjectively insufficient proficiency if they are learning L2 in an Asian country with high-context culture as Korea¹⁵. As motivation is known for its contributing role to successful language learning, the uniqueness of Clark's personal traits, therefore, would not entirely be attributed to his strategy. Instead, it was a result of his effort built upon his experiences teaching and interacting with Korean learners by getting them more engaged to learn and empowering their motivation to face the challenges within an L2 learning atmosphere which lower negative effects on their affective domain (Maeng & Lee, 2015). Being aware that "a teacher's skills and teaching style are positively correlated with student achievement" (Maeng & Lee, 2015, p. 25), Taylor also valued this particular strategy as an imperative teaching quality for classroom by illustrating how such quality can impact on students' engagement in classroom as:

Students pick up on your enthusiasm, they pick up on your attitude, so if you come in with a poor attitude, the students are going to pick up on that, but if you come in with a lot of enthusiasm, the students are going to mirror that as well. And not obviously all of them are going to mirror everything that you do, but what you do in access they'll do in moderation kind of thing, and so that was a good lesson for me to learn as how I'm presenting myself can change the way the class is going, if I'm presenting myself confidently and excited, then they're going to be more confident and more excited, and they're going to listen more, and they're going to be more engaged.

(Taylor, Interview 3, July, 2016)

Sarah continued elucidating Clark's remarkable teaching strategy in the third interview, focusing on the fact that he often tried giving his own stories about himself as an

¹⁵ "High-context cultures are those in which the rules of communication are primarily transmitted through the use of contextual elements (i.e., body language, a person's status, and tone of voice) and are not explicitly stated. This is in direct contrast to low-context cultures, in which information is communicated primarily through language and rules are explicitly spelled out" (Hall, 1976, cited in Williams, 2015).

example when he was interacting with the students. During the interview, she specifically valued his approach as effective for Korean students in that their affective filter in L2 learning got lessened by connecting with the native speaking teacher through a kind of emotional relatedness that he opened to them as below:

Clark exemplified fantastically that helped us and then connect with the students was putting your energy into teaching can help a lot for making the students engage, for him, he started out class, it's his teaching style, he's a very bright person, he spoke with the students and engaged with them very well, "how are you doing," "this is something about me," putting in his own life into a little bit, like a personal story that happened during the weekend, he asked them, but then he put his energy into how he did the class and how he ask for their input, he has put a lot of students input, which I think is very important as a teacher of not just teaching to the students, but then asking them to then, oh what do you think about this, what are the things you know about this English thing, what do you know about this about American culture or about English and asking them to pinch of you, but being quite enthusiastic, and encouraging, so students feel safe that they can. I think putting your own passion and energy into it instead just oh, I have to teach, I have to be very serious, yes you need to be professional, but you need to engage the students, that's one way that they get engaged very quickly, like oh, the teacher said about this, why they're excited, I should be excited too, like let me figure this out, instead of just, okay they're going to talk, I think what Clark did very well was putting his energy and his passion into his teaching, so the students became engaged, because he was. (Sarah, Interview 3, July, 2016)

The focal TCs at KG high school also learned useful language teaching strategies that could become part of their teaching quality through observation and interaction with

Clark. As elucidated above, Clark was from America, therefore, it would be less challenging for the participating TCs to interact or communicate with him. They also felt more comfortable observing his classes and taking his teaching styles into account, not because his teaching styles represented the typical teaching approaches that they grew up with in US schools, but because they could learn how to construct their own teaching patterns as Americans by observing Clark's interaction with KG students. Sarah recounted her learning experience of the significant features of Clark's language instruction designed to develop KG students' communicative ability in a globalizing era:

Observing Clark, teaching the students gave a foundation upon which to create our own lesson plans. Clark's class is mainly focused on conversation and speaking skills. The students learn the bulk of their grammar from their Korean teachers while Clark helps develop their fluency and speaking. This week, Clark taught a lesson about different types of music and engaged the students' attention by having each student evaluate and discuss their opinion of the songs. Observing this lesson helped model how we might structure the class time and lesson plans. Additionally, we observed Clark's teaching style and I saw some things I would like to incorporate in my lessons. The slower speed at which he spoke is one important aspect to consider when we teach. Also, Clark engaged the students well by asking good questions and opening the class with a conversation. The class itself is set up more as a conversation class with student-to-student interaction in English while learning about the material and the language. I think that for our lesson plans it would be beneficial to utilize activities with practice between the students so they learn from each other.

(Sarah, Reflection 3, June, 2016)

Sarah's scrutinizing of Clark's lesson not only pinpointed which specific teaching approach she could adopt from Clark and incorporate into her own lesson plan but also located

strengths or weaknesses she should employ or avoid in working with ELLs in her classroom with reflective effort. This in-depth and meaningful thought activity was constantly provoked throughout her participatory observation of Clark's lessons, which never could have taken place without Clark's genuine support for the TCs as well. He continuously strived to help each TC by approaching to them and talking with them every chance he could. Not only giving them a number of opportunities to observe his classes, interact with students during class, practice teaching with the lesson plans he made, evaluate the students essay papers, and join cultural excursions with KG students but also advising them with invaluable feedbacks when they were planning lessons, he tried his utmost effort for the TCs meaningful learning at KG from the beginning to the end of the practicum.

The following transcript of Nysha's interview also underscores the value of teaching practice in an international field. This excerpt implies the important aspects of L2 teaching in the context of globalization she gained through the observation of Clark's classes in a similar vein with Sarah. Nysha illustrated her experience of lesson planning and implementation in conjunction with Clark. Throughout the collaboration with him, she could reflect upon more practical aspects of English not only as a language that its learners can relate to their lives but also as an international language that they can communicate with people from everywhere, by taking into account the critical role of adequately constructed teaching quality in effective L2 education:

In Clark's class, he teaches more like the English that students will use in their actual lives, and it teaches that more about the American culture and culture in general, so I was expecting to be teaching more about like grammar and things like that, but I've been able to teach things like actually really fun and that the students can relate to and that the students can use in real lives, so I was really happy that I got to teach more of that style of English, yeah I was kind of expecting the foreign language to be

more syntax, grammar focused, but I really am happy that we got to teach more conversational styles. Because our lessons about superheroes, and I think the students love superheroes, so it was really fun to incorporate their passions into this lesson, and they also got to learn a lot of things they can use in their conversations with their friends and things. (Nysha, Interview 2, June, 2016)

Rachel, a native English speaking instructor at KG middle school, was also an American, but she was from a smaller town of the US than the town that KG was located in terms of population. Thus, she was enjoying the whole new experience ranging from the dynamics of the early teenage girls in class to activities around the town. Unlike Clark however, she preferred a quieter classroom atmosphere with no yelling or no shouting teacher voice, and more one-on-one type of interaction. She also revealed that her reserved personality often led her find a peaceful place to spend time on reflection alone in the middle of busy days, and she usually did this after lunch by strolling along the small garden on campus or staying there for reading. Nevertheless, she has constructed her present style of instruction and classroom management by making constant effort throughout her experience in Korea. How Rachel managed and taught KG students corresponded with the climate of classroom instruction at KG middle school, particularly for the first to second grade students, whose energetic, lively, and sometimes uncontrollable behaviors were handled properly by her way of flexible but uncompromising teaching.

Joy, Amy, and other TCs placed at KG middle school also preferred a calm and peaceful classroom as Rachel did, which enabled their mutually agreeable interacting and collaborating experience. Joy elaborated what she learned from Rachel's instructions through her classroom observation by focusing not on the teaching quality of Rachel's language teaching skills but on her effective mode of teaching in TESOL classroom. Joy elaborated what she learned for teaching a communicative language to diverse students and classes more

effectively from Rachel's experiential mode of teaching as:

I really enjoyed working with Rachel, I feel like I learned a lot from her, and we learned a lot about communicative learning and teaching in context from Professor Fernández, and that was really helpful, but also from Rachel, something that's really important is making sure you're taking to the accountability of your students and teaching to see ability of your students, because you can have everything all set up, but each class differs, and how they process information, how they learn best, it's more like attitude, being very flexible and being willing to change explanations of things, and being willing to change to approach to things. Because something that you may say for one class, and that clicks immediately, they got it, but for another class, you may say, they don't have the same experiences as the other class, they don't have the same background, they may not quite have it, so you might have to think of something different or find a different activity that works between classes, I guess it's not really a strategy, but flexibility is something that I learned that is extremely useful. (Joy, Interview 3, July, 2016)

As an aspiring service learning teacher, Taylor gained significant instructional insight that he can have in store as his teaching quality for his TESOL classroom through actual experiences of teaching practice:

A few notes on the actual teaching experience we got. I really enjoyed being in front of the class and I felt like I got a lot of good feedback from Clark and my colleagues. As Lily (his practicum partner / co-teacher) and I began to work on our lesson plan, it was good to have the experience teaching because it helped us to think through things that we might not have thought of without having taught a lesson. (Taylor, Reflection 3, June, 2016)

Taylor's remarks (above and the following) not only account for the critical aspect of 'theory

into practice' through a practicum in the field of teaching and teacher education – also underscored explicitly in Chapter two of the present study (p. 12) – but also specify the strong impact of this intensive teaching immersion program provided for participating teacher candidates by giving more opportunities to learn by doing. Taylor delineated the crucial aspects of practice for the development of his teacher learning through STPK and for the continuous pursuit of improving his teaching quality based on detailed reflective accounts. The excerpt below highlights that the scope of his understanding how to include his deepened perspectives on learner diversity in his lesson plans was expanded through his experiential learning during the practicum at KG:

I was very pleased with how well our lesson was received by the students, but there were several things that I was not expecting that will be important for Lily and me to remember when we are making our second lesson plan. The first is that each class is going to engage the material at a different level. When we were doing our introductions, we definitely noticed that some classes were louder or more animated than others, but that had a bigger impact on our teaching than I was expecting. The groups that were less engaged typically finished the game much faster and that resulted in some problems where Lily and I had to think on our feet and come up with creative ways to keep the girls engaged. As we are planning our next lesson, it looks like it is going to be one that is going to have a highly variable amount of time spent on the game portion. With this in mind, Lily and I are going to need to have several back up plans ready for the classes that are prone to finishing games quickly. (Taylor, Reflection 4, June, 2016)

Taylor's consistent exertion to build efficacious knowledge and strategies for critical TESOL instruction that he could incorporate with any lesson plans or resources in his future TESOL classroom facilitated his insightful reflections on his own lessons, as he described in his fifth

weekly journal:

Some of the aspects of the lesson that could have been better were the organization and the timing. Every time we taught this lesson, it seemed that we needed to move something else into a different order. And then the second we changed the order, we needed to change the order of another piece of material. Even in our last lesson, I still felt as though there were aspects that needed to change, and while it is good to seek to constantly improve, I never reached a place of contentment or satisfaction with this lesson like I did with the last lesson. The vocabulary always seemed out of place in our lecture and removed from its context. Also, our worksheet seemed to be a bit confusing for the students, but I was unsure what sort of changes would help the students understand the activity better. I think the goals of this lesson were achieved, I just wish it could have been done more efficiently. (Taylor, Reflection 5, June, 2016)

As another one of the significant features that this program offers to the participants was more than average number of classroom teaching practice¹⁶, which contributed to the meaningful process of Taylor's teaching quality formation. This also indicates that the impact of this short-term program is equal to or stronger than the regular course of theories or practicum in terms of teaching quality construction.

Joy and Amy also noted that the amount of opportunities for lesson implementation allowed them to reflect upon their teaching styles, which part they still needed to develop for teaching, or what to improve for better interaction with students at the middle school. Joy illustrated how she had chances to expand her insight and shape self-efficacy through the hands-on experience of interacting with students, which fostered her implicit skill of

¹⁶ STPK 2016 offers eight to ten or more opportunities for lesson implementation weekly per individual TC to complete their teaching practicum. On average, around four official lessons (to be graded) are offered to each student teacher enrolled in the traditional practicum course in the MidU School of Education.

developing her own teaching quality:

We did get a lot of practice, even though there are times the things didn't work out exactly how we wanted to be, we did get quite a bit of practice, classroom management, I think I'm a bit better at that now than I was, because I was always like, Greek areas, pretty energetic, but when it comes to trying people to be quiet, I always go from like, please be quiet, please be quiet (whispering), I get quieter the more I ask for someone else to be quiet, and so in that classroom, there were forty students almost, and there are times with all being like, "are you listening," "are you listening at all," "you know what I'm saying," and you have to actually be a little louder, and that's okay. Even though I've never been very good at that, overall the entire experience I feel much more shaped, the teaching style is more clear to me how I teach, and I'm really happy, because I didn't do a lot of teacher talks. It's very like, your intonations are very expressive, much more than normal, and I remember that the professor said, you cannot do that, it doesn't sound like natural English, but I was like, alright, the kids enjoyed though." (Joy, Interview 3, July, 2016)

Amy also specified the extent of impact that the program's numerous teaching practices had on her in the below description. Moreover, she critically assessed her lesson implemented based on the lesson plan that she prepared with Joy through peers' feedback as well as her own reflection. This bilateral view on her own teaching may refer to her higher threshold for prominent teaching quality as a proud teacher candidate with an education major, which also represents her strong eagerness toward being a critically prepared competent language teacher:

I have officially made it through four weeks of the program! It has been quite an eventful week, and the time is moving fast as I continue to learn from my experiences, including my mistakes. It was my first week of teaching the lesson Joy

and I designed, and after working with 7 different classes and 250 students, I feel very proud of the work we did this week. When we first delivered our lesson on Monday, I was not very happy with how it went. The class seemed to enjoy the material, but after a discussion with some of our co-teachers, Joy and I decided that we had spent too much time explaining unimportant details, which had restricted the time available for conversation practice. After the first lesson, I became worried that I would not be able to have an impact on the students in the way I had hoped. (Amy, Reflection 4, June, 2016)

It is also presented in one of her initial reflective journals that she was consistently seeking ways to develop meaningful lesson plans for her future language learners throughout the initial interaction with KG students based on the teacher perception and in-depth learning of curriculum and instruction for secondary English education that she had already experienced in her undergraduate major:

A lot of the time I have spent interacting with them, has revolved around preparing them for their speaking tests, which has given me a good idea on the range of their speaking and comprehension abilities. With that in mind, I am continuing to work on my lesson plan with the intention of targeting their interests and also drawing on their previous knowledge through games with the hope of strengthening their knowledge. (Amy, Reflection 2, June, 2016)

Amy's astute critique of the EFL instruction at KG middle school in the following excerpt also indicates that this part of Korean EFL education context deserves to be underscored because it was not drawn by her mere judgment or narrow perspectives as a native English speaking teacher but rather reflected by her wish for English to be learned as a means of international communication in Korea, in contrast to its common consideration as one of those academic subjects or taken advantage for test scores based on her thorough

investigation of the Korean context. Her profound review of overall English instruction at KG also verifies her teaching quality in the making via her hope of meaningful language learning for ELLs in her future classroom:

Each class that we taught with Sophia (Korean English teacher) was cut 10 minutes short, because Sophia needed to speak with the students regarding the writing portion of the test. Since she was the one who designed the test and knew exactly what would be on it, we allowed her to take the time from our lesson. This week was frustrating, but important for me to experience. As a future teacher, I think that it is important to focus on student understanding of the content, rather than their ability to score well on tests. There is a way of teaching method known as “teaching to the test”, which is something that I am completely against, yet is commonly used in school such as KG. The review lesson that Joy and I made had to fit that method of teaching, which was difficult for me to do. However, it was an important lesson for me to learn: I am not completely in control of my situation. The Korean school system is centered on exams and test scores, which is incredibly evident in the teaching style used in the classrooms here. While I was teaching, I hoped to make my lessons more meaningful for the students, as well as more conversationally based. Though our review lesson was very textbook-focused, Joy and I still worked to incorporate fun elements to give the students a chance to relax and enjoy their learning. (Amy, Reflection 5, June, 2016)

The process of leaning by doing that helped the participating TCs gain more teaching insight through the KG experience is only one part of the extensive practice needed to be prepared for a diversity-inclusive classroom. However, it is one of the significant values that STPK offers as an international field experience and immersion teaching program. Through it, the participants have an opportunity to forge teaching quality as a part of their critical

preparedness for their future diversity-inclusive classrooms. The field experience with language learners in Korea was short, yet intensive enough to afford the TCs a first step toward becoming an internationally competent TESOL educator.

Teaching Quality Development through ITP for Intercultural Awareness

As technology develops and borders between nations shrink, international communities are expanded over the globe without distinctive boundaries among ethnicity, cultures, religions, and languages (Choi & Shin, 2016). Keeping pace with rapidly changing societies worldwide today, a broad spectrum of education is associated with cross-disciplinary teaching and learning in developing multicultural awareness and global competence across learners and teachers around the globalizing world (Doppen & An, 2014). The aim of intercultural, cross-cultural, or global education is to strengthen multicultural perspectives of the learners living in a society filled with diverse ethnicities and cultures (Black & Bernardes, 2014; Cushner, 2013). In the era of these pervasive, extensively globalizing social communities, teachers confront more challenges coping with the gaps between learners with diverse linguistic, ethnic, and cultural backgrounds in their classroom. Different cultures and varied aspects of each culture are also intertwined within multicultural relations among global education settings. Therefore, teachers must be mindful of the influences on their learners in teaching them based on cross-cultural responsiveness and diversity-inclusive perspectives (Marx & Moss, 2011).

Thus, it becomes more imperative for teachers to improve their capacity to understand diversity as a multiculturally-wise educator through critical reflection on complex dynamics of globalization in their teaching context (Choi & Shin, 2016). As teacher education programs have become attentive to the cultural diversity prevalent in K-12 and tertiary education contexts due to the continuing growth of population mobility (Addleman et al., 2014; Campbell & Walta, 2015), teacher education program development experts have

paid considerable attention to the construction of critical programs aimed at providing preservice teachers with effective teaching competence and multicultural sensitivity through learning or teaching experiences around international fields (Choi & Shin, 2016).

Accordingly, teacher education program developers have offered more innovative and influential programs for preservice teachers to experience professional teaching contexts not only in domestic settings but also in other cultures (Marx & Moss, 2011). In order to impart their knowledge with intercultural competence and culturally responsive teaching quality to students in diversity-inclusive classrooms, preservice teachers need to enhance their understanding of diversity through more hands-on, practical, and learning-by-doing field experience within other cultures (Marx & Moss, 2011; Marx & Pray, 2011). It is not guaranteed that those who have competent teacher quality are also carrying teaching quality with respect to learner diversity (Darling-Hammond, 2014; Messiou & Ainscow, 2015). Also, teacher education programs need to investigate the significant role of experiential knowledge for teacher candidates in developing teaching quality and effectiveness for the heightened diversity in TESOL classrooms in particular (Darling-Hammond, 2014; Jimenez & Rose, 2010).

As discussed earlier in the first section, the five focal participants placed at KG high and middle schools shared their cultural experiences mainly focused on students at school and other spaces at KG with comparative perspectives between American and Korean context. Their lived and immersed teaching and learning experiences in a new culture were explored in this section not to investigate the process through which TCs achieved teaching knowledge or skills for diverse learners per se but to identify the values and meanings that they found, from the practicum experience, which led to broader intercultural or multicultural awareness (Kabilan, 2013). The interview data regarding the focal participants' experience of teaching and learning in Korea was primarily examined based on their cross-cultural perspectives

towards similarities and differences of both countries, preconceived or changed notions toward the cultural aspects of the secondary school in Korea during and after the practicum, newly-earned perspectives through the international practicum experience, and, lastly, their in-depth reflection on the benefits of international field experience for TESOL teacher education or teacher education in general.

While having a casual conversation-based Interview 1 (pre-departure) with Sarah in a less formal setting, her intercultural awareness in particular between Korea and America emerged rather distinctively in comparison to other TCs. Because she had studied Korean language and culture for more than four years and had it as her present college major (with pre-medicine), she referred to her knowledge about Korea frequently when she responded to the question regarding comparable or contrastive features in schools or education system between both countries. However, she also revealed that her pre-conceived notions of Korean culture within teaching and learning context mostly came from general information to which she was exposed from mass media or academic references:

And then, I was interested in that they (Korean students) study English, because they're required to study English, but I hope for them to begin to have a passion to study the language as well. I think the students in South Korea have to be a lot more hard working for the educational system than in America, because there is more the leniency I think here than the leniency in South Korea for, of the high schools specifically, and the big difference would be seeing that work ethic between the two. Because I know, when I went to high school, there were people, who work really hard and they strive for the education, they wanted to go to good colleges, they wanted to have good grades, and there were also a lot of people, who school wasn't their forte, and they were focused on other things like working or going to trades for, they wanted a different path and tried so hard. But I think Korean education system,

it is a lot more emphasized that everyone be studying hard, everyone have, be tempted to get into college, at least trying to. I think that is very different because, in American high schools, more students have the choice to not go to college or to do something else instead. I think the culture there will be very different in the classroom, and how students engage than I was in high school in America. (Sarah, Interview 1, April, 2016)

None of her description above illustrated faulty facts or images about the culture of Korean education, but most of her knowledge is generally dependent on books or academic resources. Therefore, her following remark was very indicative of her perception of Korean students being gradually transformed toward fuller, experience-based accounts after three weeks of interaction with high school students at KG:

I think the high school, the students are very good students, not just they study well, but they also are very brave to come talk to us, because I know that it's very terrifying to come speak in different language of your teachers, so I think the students are very brave, and once they start talking to you, they are very warm and have open-mind and open-heart to accept you and talk to you, and to practice English.

So the students have been fantastic. (Sarah, Interview 2, June, 2016)

Her remark also revealed her feeling of empathy as a foreign language speaker in America herself, and her L2 learner-self was reflected in her teacher-self while observing how KG students approached to them, which could deepen her meaningful understanding of ELL/ESL learners in her classroom and help her develop teaching quality more applicable for inclusive teaching (Addleman et al., 2014; Marx & Moss, 2011).

Sarah's observation of the Korean teacher and student relationship at KG by comparison with her L1 culture also illustrated that her cultural knowledge about Korean education and school context was transformed to one full of references to Korean high school

culture surround by human relationships and life learning experiences based on her extensive understanding and in-depth reflection on Korean education beyond socio-political matters:

There's a lot more friendship between the teachers and the students than I've seen in America. In my high school, all high schools in America, there's a very strict boundary between student and teacher, because you could get a lawsuit or whatever, but when I was at KG, I saw teachers interacting more with the students, having more conversations with them, not exactly an intimate or a personal of all like, oh how's this going or whatever, and I felt like in that high school or the middle school the students and teachers had more friendship relationship than I've seen in the United States, just the differences, how that worked out, so that was the role of the teacher I think, and KG that I saw was as a friend and as a teacher blending on their teaching at the moment over there, just me seeing them passing in the hallways than I think in the United States. (Sarah, Interview 3, July, 2016)

Followed by the comparative reflection as in Sarah's observational accounts with regards to Korean and American school culture before and after the practicum, Nysha also delineated what she discovered as to the culturally similar or different aspects between two different school contexts based on her experience in America and observation in Korea. Nysha's energetic and vibrant disposition was reflected in her teaching and interaction with Korean girls, which greatly impacted on their meaningful learning about L2 culture. And Nysha illustrated that her global perspective was also developed through her lived experience of interacting with those motivated learners as:

I've observed in high school classes in America, and I observed and taught classes in Korea, and one common similarity is that they both are super-crazy, and super-hyper, and full of energy, so that's something that I think it's universal thing, kids just are full of energy, and that was a similarity, but I want to talk about the differences,

because that's kind of what interested me the most, and I think that was something that I never knew before I went to Korea, I kind of was ignorant, I kind of just thought that all of students are the same around the world, but it's just so crazy to me and so interesting to me, like how students vary from country to country, and one thing about the students there, they were so full of life, and I don't even know how to describe it, but they're just so full of energy in a different way than students are here in America. [...] When we would like to talk to people, they always like asked us about American culture, so it was really cool getting to not only learn so much from them, and learn so much from our surroundings, but we also could teach them like a little part of ourselves, so I think it was really cool.” (Nysha, Interview 3, July, 2016)

Taylor’s observation and interaction at a high school classroom in Korea did not appear off-track from what he had expected. He found more similarities than differences between American and Korean teenagers in high schools recalled from his personal school experiences:

I was expecting to like it, but I love it more than I expected to. I expected more culture shock, and I haven't really experienced very much culture shock, and I also expected I think I had a lot of stereotypes kind of coming in, but it was specifically about the students, but interacting with them, like each one individual person and so, yes, a lot of them may do a certain thing, they may be really excited to see the new teachers, they may be really shy first, I think I had this idea that everyone was going to be excited, everyone was going to be shy, but I don't think that that's right, I think it's just like an American classroom like. For the most part, they're shy students, and there are outgoing students, and so it's really not that as different from America's people as I felt like it was going to be. I was like, oh it's a classroom, a classroom is a classroom, teenagers are teenagers, kind of thing. There's a lot less culture

differences that I expected. (Taylor, Interview 2, June, 2016)

However, Taylor mentioned that the 'biggest cultural differences' he found in the school context in Korea was the amount of studying time explicitly and implicitly assigned for Korean students based on the cultural circumstances and the domestic education system in the second interview (on-site). Statistically, most rankings show Korea at one of the top places with regard to education and assessment scores according to OECD (2016). This competitive education fever (Kim & Bang, 2016) is deeply interconnected with the socio-economic status mobility available through higher educational achievement or getting better scores on high stakes examinations in Korea (e.g., college entrance exams, international English tests, government job entrance exams, major corporate entrance exams, and international certificate exams, etc.). Nevertheless, Taylor acknowledged that his reflection might have resulted from his speculative opinions without deep consideration of values that Korean high school students pursued within long dwelling socio-political perspectives in Korea:

Honestly I don't really have a lot of negatives, I mean, they study a lot, I wish they had more free time as students, as just young girls, they don't get really a lot of free time, and I do wish they had more free time, but I also understand the cultural difference there, that's probably one of the biggest cultural differences that I've seen, so that's not necessarily that the school is doing something wrong, that is just this culture is set up, this is valued, and so, because that's valued, these are the things that I see. So I can't really criticize the school or say anything about the school for that, that's Korea as a whole has this culture, and I mean it's not like all America does about your education, so they are doing good, in America you'll see a lot of value placed on money, and people are reacting that way kind of thing, so that's been like a difference in something that I wish I could see more in the ... (Taylor, Interview 2,

June, 2016)

From the first interview, Joy specified that what she would expect to attain from the overseas teaching experience was ‘global perspective,’ with as much teaching opportunities as she could have (discussed in the previous chapter). She delineated that one of the purposes through her time in Korea to gain global perspective and to be culturally understanding, and her will to be equipped with understanding and readiness for teaching diverse learners never fell short of the standards set by the other focal education major TCs in her cohort or any teachers in the professional field:

I think I can take away a lot as a teacher and as a just regular person, with a global perspective, and I want to be able to actually go, I want to visit another country, because I think it’s awesome, travelling, I’m a traveler (laugh). But the most of it is trying to gain the global perspective, becoming more culturally understanding, and trying to improve on my skill as a teacher, time management, by time management, being able to get all my work done as a teacher and still a lot of time outside of that, and being able to accurately plan for a lesson. (Joy, Interview 1, April, 2016)

Joy also noted frequently that how Korean culture was concerned about explicit respect for elders based upon ages or hierarchies, and her awareness of Korean culture was extensively impacted by that. She had been studying Korean language and culture as one of her majors at college in her L1 culture; however, the experience within the L2 culture itself afforded her foundational notions as a first step to construct a reference understanding of diversity for her own multicultural classroom:

I’m really glad that I was learning Korean before coming here, because learning Korean, I knew a little more about culture, and that’s been really good for adjusting, and knowing Korean in general is really good. I was surprised by the culture at the schools, because the girls at the school they were like bowing hallways, but they

actually are unruly in class, which I wasn't expecting. I think bowing to your elders and giving up seats to elders, I think it's really cool. (Joy, Interview 2, June, 2016)

Joy's continued reflection upon the students, teachers, and their relationship at the KG middle school in comparison with her experience in America along with her profound observation of the Korean culture at school context indicate her consistent effort toward understanding deeper layers of Korean culture and diverse aspects of the students as she delineated in the excerpt below:

We haven't really figured how to break out their (KG students) shell, a lot of people think they are just kind of quiet, not necessarily comfortable, but the girls in the (KG) middle school, they were very energetic, they had a lot of friends, everyone seems to be their friends, like everyone had a big group of friends, they would always gather around if there wasn't anything to do in class with one or the other teachers at, and they could run around and do all kinds of crazy things, and the teacher would let them, they let them be more children than I think we permit, because I remember when I was a middle school student, teachers were very strict on being quiet and being in your seat, like you're becoming an adult, and the next couple years, you're going to be high school students, and no one's going to help you do this and this, you have to figure it out by yourself now, like I'm going to try to help you, but you got to figure all these things out, and I feel like the girls there at KG middle school, they were so care-free, which is not what I expected. You know outside the classes, they put a lot of time just studying, a lot of time into trying and getting really good grades, but when there is a free time, at least in the classes, they kind of let themselves do what they feel like doing, which I didn't really have that opportunity in the middle school (in the US), I felt like we were a lot stricter on students in middle school at least when I was in. (Joy, Interview 3, July, 2016)

Like Joy at the first interview, Amy also revealed her still unfolding view toward the world and her expectation of what she would grow with through the international practicum in the remark below, despite her long-term off campus volunteer experience with diverse ELL/ESLs in Kansas. As an active member in the professional fields, having a deepened understanding toward diversity based on experiential knowledge had never been a trivial issue to Amy:

“[I wish to gain] kind of just an expanded view of the world [from this experience]. It’s one of those things that you don’t know what you don’t know. I have this very singular view life right now, so I’m very excited to see what those are out there and to really experience what it’s like to be out of my comfort zone, changing my views, and just seeing what I can work on how to make me a smarter and better individual, better teacher. And just experience in general, and I’m very excited to see all the beauty.” (Amy, Interview 1, April, 2016)

During her experience as a volunteer ESL teacher-aid at a local elementary school and a youth organization in the US, early teenagers from Korea had seemed, to Amy, mostly shy, quiet, or reserved when she had interacted with them. After around two weeks in Korea however, her perspectives on the middle school students went through extensive transformation. She also delineated what she learned through her experience at KG and how she would incorporate her effort towards cross-cultural awareness into future lesson plans by considering the students’ diverse cultural characteristics in her TESOL classroom in her reflective journal below. In other words, it is interpreted as she could develop her intercultural perspectives in continual effort of studying other cultures and developing her own references to become a competent TESOL educator:

It has been fun to see the similarities and differences between the middle schoolers at the KG Middle School and the middle school students I have interacted with in

America. I have found that a lot of my pre-conceived ideas about how they would act are actually wrong. I expected the girls to be quiet and timid, which is true in some cases, but many of the girls are incredibly energetic in a way I could not have imagined, but enjoy nonetheless. Whether it is due to the fact that it is an all-girls school, or simply due to culture, the students at the middle school are very open with each other and are very welcoming. They have shown a great interest in getting to know me, which has made this experience that much more incredible. I am looking forward to further establishing my relationship with the girls as their teacher, because at this point I do not think they fully understand why I am there. I hope that my lesson plan can engage them and make them comfortable with me and with their own speaking abilities. (Amy, Reflection 2, June, 2016)

Amy recounted her transformed view and developed cross-cultural understanding through interacting with KG students again in the post-arrival interview as below.

I expected them to be quiet and not just sit there, not really engaged with us as much as they did, and so I felt I was their friend, and they were really excited to learn and engaged with the language, and they tried so hard to communicate, and it really helped them, I think, engaged with English stuff and so, that was really awesome. It was really fun, the best part was getting to know the girls, and through getting to know, I got to know more about the culture, how they saw things, and how they viewed school and just getting that kind of insight was awesome. So, that was great.”
(Amy, Interview 3, July, 2016)

Midway through the program in Korea, Amy shared her other experience interacting with the KG teachers and students, and it shows how her feelings became more affectionate toward Korean culture. By joining the English broadcast at the KG middle school radio studio as one of the guest panelists every day, Amy, Joy, and other two TCs could experience

having a closer look in a way that how KG teachers contributed to improving academic achievement of their students and reducing their exposure to excessive extracurricular activity within Korean education context (Park, 2009; Kim & Bang, 2016). Each school respectively produced and aired an English learning program once a day from their in-house radio studio. However, the middle school was the only one that granted proximate access to TCs by having them provide information regarding English conversation skills. Through this experience, Amy elucidated that the TCs got more sense of presence to KG students and teachers, and she could develop in-depth intercultural awareness as well as build cultural understanding based relationship with them in her second interview:

From the beginning, I've felt very welcomed there, and I love Rachel (middle school), and she is very fun, and I think the students didn't really know how to interact with us, but as we've got in to do English broadcasting and been in the classroom more, it's been good, and then having the first couple weeks, they had the speaking test, so we were just kind of in the classroom hanging out near as more relaxed setting, so rather than observation, we were getting a lot of one on one building relationship interaction, which was beneficial, because that got to establish that I don't know how strong the relationships, like they wouldn't be at that point they are now if I had been just sitting in the back of the classrooms, so I like that I was kind of put in to be there and try to teach them all there on this down time, so it's been good, and there is a really different level of respect that I feel going there, it's like nothing I've ever experienced before. Having seen kids bowing like as we walk up, and all of them wanted to talk to you and get to know you and things, and the teacher showing you respect and seeing you as their co-teacher, so it's been fun to interact and see, and feel like I'm a part of the faculty and things, and it's been really, really nice, all the teachers are very helpful, and they also are trying to learn English too, so they get

excited to talk to us, get to interact, and they also make sure to speak to us in English and things, so it's been very fun that way, it's been awesome. (Amy, Interview 2, June, 2016)

During the last interview conducted three weeks after returning to the US from STPK, Amy underscored critical aspects of Korean teachers based on her cross-cultural understanding of experience at KG. Her observed account was more in-depth and is worth sharing as a distinctive feature because her reflection on Korean teachers heavily referred to her prior volunteer teaching experiences. While other TCs were more attentive to the experience with the supervisor teachers (Clark or Rachel) with regard to developing intercultural awareness in teaching, Amy's consistent exploration toward meaningful teaching quality by constructing cross-cultural competence for her diversity-inclusive classroom was not limited to confined spaces, as reflected in her remark below:

That was different than I expected, because teaching there [at KG], I feel like it was so much performance-based, the teaching itself is a lot different, the teachers there seemed to be more strict, more higher expectations with the students, because the students have higher expectations on themselves, so there's a lot more structured than I thought, but the teachers did also care a lot about the students, and they are always connected with them, and you know make sure they're getting the class, doing what they're supposed to, because pushing them really hard, because they're pushing themselves hard, so that was definitely really interesting, and there was, it was a lot different too, because they would be stricter and were not scared to yell at the kids, which, to me at first, seem like, "what, why are they doing that," but then in the cultural context of it with so much of it being like, you've got to do your best, it made sense, but it was very interesting to see, so the teachers were so kind as though they were so [strict], they do really care about their students, and their students accept,

like Mr. Kim, loves all the girls, and they would all like, all the teachers even wanted to improve their English, like coming to talk to us, and so they were so much fun, they bring us gifts, you know, come hang out with us, so it was really fun to see that too. Yeah, I was not expecting to get to interact with the teachers as much as I did, and so that was a huge plus thing, because expanding that network of seeing how they run to teach, how they do in the school. (Amy, Interview 3, July, 2016)

For the final phase of this case study, the focal participants were asked to share or suggest value(s) that they got from the experience regarding preparation for a multicultural perspective in TESOL or any global teaching field. Based upon their individual reflection and improved intercultural understanding, the TCs presented a wide range of reflective advice to teachers who plan to seek international experiences regardless of their level of preparedness, i.e., inservice or preservice. For example, Sarah's reflection was directed at EFL preservice teachers and focused on her experience of improving skills for language teaching and intercultural awareness:

I think it helps you to develop awareness as a teacher, of your speech patterns, how quickly you speak, what words you tend to use, how you address students, because you have to take into consideration, do they understand this or not, how do they learn this, and so you become very aware of your speech, and how you're teaching, and I think that is very good for teachers to have to become more self-aware as teachers, they won't need to do that if they're going to teach in an English speaking country, but I think it's a very good experience for actually reflecting upon, okay I use English, but how do I use it to teach and how must I, what are my certain tendencies that I need to be careful of when teaching English as a foreign language, do I speak quickly, do I have these filler words or use these phrases or these vocabulary words they wouldn't quite understand, like you all or you guys versus that like students,

everyone, those words that they would know, versus some slang words or whatever, so I think that is a very good experience that teachers should, consider doing if that's in there. I don't think all teachers would necessarily need it, but I highly recommend it, because of the experience and self-awareness it does bring to teachers. They don't necessarily need to have it, but now that I have done that, I see a lot of the value in what I've learned, and learned about teaching for teaching abroad than I would have just teaching in America. (Sarah, Interview 3, July, 2016)

Taylor's experience is applicable to general teacher candidates or those who, like Taylor, want to explore teaching as a future career. His broadened global perspective for diverse learners in his future teaching context was a promising result of his significant learning experience through the international practicum:

I would say that any teacher, even if they are not even necessarily considering like teaching English, teaching in another country, I would say that experience, it just gives you new perspectives, so you don't just be in American classroom, you see a Korean classroom, and the differences, and take that back with you, because I feel like, when you expose yourself to different perspectives, you're better able to work within your own perspective if that makes sense, so having a Korean experience, I would feel extremely comfortable in American classroom to be like, okay, having seen a difference, I can recognize better how this works and can identify problems and solutions much quicker, because I can, having seen something that a little wider outside of the box, it's easier to jump outside the box and saw something creatively, so I would say any teacher having exposure to another culture, specifically another teaching culture, it would be a huge benefit to their teaching practicum and things like that to their development as a teacher. (Taylor, Interview 3, July, 2016)

Joy also appreciated her experience of learning culture and teaching in Korea. As a

long-term language learner herself, her reflection was focused on language teachers who may work with ELLs in the US:

I feel like especially in a country we have a lot of non-native English speakers as students, it's very important. Because I feel like I have, I mean even before just knowing different languages I feel is helpful, international experience, it does change, how you do things, how you see things, [...] I would suggest for those people to go on an international practicum in their subject, because you never know when you will have students who has only been in US for a year or less, and if you're going to be a good teacher, if you want to be able to teach all of your students despite their language barrier, so I think it's very important. I've really enjoyed it, I would like to go back, I definitely would. And there's something that I really appreciate it about Korean culture, and there's something that I really appreciate it about American culture.” (Joy, Interview 3, July, 2016)

Amy's advice on the overseas teaching experience for future teachers who would work with diverse learners within globalizing education in the US was also based on the in-depth educator perspectives she built upon her major study in the US and experience-based intercultural awareness she developed through the teaching and learning experience in Korea:

I think it is very important, especially in America, since we get people from all over the world, I think it really helps expand your views and give you a more well-rounded idea of what the world is like, because I want to know, I've met people from Korea, like I know what it's going to be like, I would never feel like I'm at all the places, but then I know nothing about what's going on now and made me realize how much I take for granted and how little I do know about the world, so it gave me such a better understanding of myself, which helped improve me as a teacher, because it made me so much more understanding as everyone else around me, because you

always know that everybody experiences things differently and everybody does things differently, but actually going to place where you have to rely on being able to pick up on those differences, and you can't just be like, oh I'm different whatever, you have to be like, I have to get in, they're the ones leading me, I don't know what's going on in this situation, so I have to put myself in someone else's, she isn't kind of pick up what's going to be done in order for me to be successful, when this environment, and so being able to rely on that really gave me a better understanding of all people in general to be the person that had to rely on learning new things and learning all these different ways of doing stuff, so I think that teaching internationally really important and even those traveling internationally for an extended period of time was really beneficial to me as personally and as a teacher. (Amy, Interview 3, July, 2016)

In the above excerpt, Amy described her broadened perspective to view the other places beyond her culture and boundaries through her practicum experience in Korea. As an experienced teacher learner and teacher candidate, her critical reflection on the education context of both countries not only shaped her understanding of what the world is like by learning to improve her cultural sensitivity starting with her initial step from Korea to building a multicultural awareness, which also enabled her to present an in-depth and thoughtful remarks about the cultural immersion teaching experience.

Nysha, another education major student, explicated her reflection of the value of STPK with extensive description of how the overseas teaching experience shaped her global perspectives toward her own teaching quality in a future classroom with multicultural learners. She remarked on her own ELL/heritage learner experience when growing up, which gives her sharing added importance:

In America, it is such a diverse country, and I think that, because we got to go to a completely

different country and see like, wow this is how their culture works, really opens up our minds. Even though this one Korean culture, I know something about it now, but imagine all these other cultures that can be in my classroom, so kind of forces a teacher to, when they get their class roster and they have people from all different cultures, it makes them think like, okay I have to teach things in a different way, because people grow up differently, people have different values according to their cultures, so it really makes a teacher think outside the box and not just teach one typical standard American way, and kind of take other people's perspectives and different cultures and take all these things into account when they are teaching, and I think that being in Korea and teaching there really made me like appreciate how beautiful the world is and how beautiful it is to get to know people from different country, get to know the history of their country, get to know the different cultures of the country, and I think it's just really cool for people to get to experience that, because it is so important, and I think every teacher should have some experience like that, because they get to teach in a completely different way, because I know a lot, I went to a predominantly white high school, I think it was maybe 98-99% white, and even all the teachers are white, and so I was pretty much the only color person in every single class, and so teachers always just were in one way, and I grew up not even speaking in English, and I grew up really influenced by my family and our culture, and so a lot of the ways that they would teach were really uncomfortable to me sometimes, and things that they would expect of me, I just didn't know what to do, because I had never experienced it before, but when a teacher guessed like actually, oh okay, so the things were different in culture, so when they are teaching, when they have people from different cultures, they can teach in a more like differentiated way according to each person, instead of just one straight way to it here, so I think it's important for teachers to realize all kids are different. (Nysha, Interview 3, July, 2016)

Being engaged and immersed within another culture, the TCs experienced an

invaluable process that formed and transformed their cultural perspectives from a singular view to widely diverged multicultural knowledge. Their intercultural awareness was broadened and developed by a short-term but intensive international field experience, and this cultivated their awareness to be more culturally responsive to their future learners with manifold backgrounds as explored throughout this section. Therefore, the international experience of TCs in this study has a considerable value to be examined thoroughly not only as an important initial step toward diversity-inclusive teaching competence for teacher learners but also to contribute to the development of teacher education in TESOL as well as in global pedagogical contexts in general.

CHAPTER 6. DISCUSSION

An extensive body of empirical research in TESOL and second language teacher education (SLTE) has focused primarily on domestic TE programs (Kanno & Stuart, 2011; Kiely & Askham, 2012; Lucas & Villegas, 2013; Morton & Gray, 2010; Trent, 2011) or study abroad programs with no teaching practice (Trilokekar & Kukar, 2011) in order to expound how initial teacher identities are created, constructed, or developed among student teachers through preservice training. However, the study of international teaching experience focused on teacher identity construction and development processes remains under-investigated among TESOL preservice teachers (Kasun & Saavedra, 2016) as well as those who are considering enrolling in TESOL TE programs. Thus, the present study was planned to investigate the contributive aspects of an overseas immersion teaching practicum as an international field experience opportunity for practicum participants, preservice teachers and student candidates of a teacher education (TE) program. It aimed to explore how they can construct and develop their teacher identities and teaching qualities and grow as future TESOL educators through participation in this practicum.

Focused on two foundational concepts of initial teacher identity construction and teaching quality development for global education in multicultural classroom, this case study explores the contextual impact of one overseas immersion teacher learning program on TESOL teacher candidates (TCs)' construction of teacher identity and teaching quality by listening and referring to five focal participants' voices through their lived experiences as well as the researcher's observational accounts. This chapter explicates the dynamics of TESOL TCs' identity formation and teaching quality building during their experience of teaching and learning in a foreign culture based on the research questions through the in-depth research lens of TESOL, Wenger's (1998) well-known concept, 'community of practice,' and TE studies examined teaching quality development for diversity education.

Research Question 1

- How does the student teachers' prior reflection on their sense of self impact their perception of themselves as a teacher (candidate) throughout their participation in the overseas practicum experience?

The findings from this research concerning the question above underscore the inextricable relationship of self-reflection and identity construction in teaching fields. The five focal TC participants –three non-education majors and two education majors in their second or third year of college – unfold their different trajectories of learning experiences in regards to what they had pursued prior to their participation, which demonstrated that every TC involved was constantly perceiving, imagining, and negotiating of their sense of teacher-self while also making continuous effort to question and seek self-perception related to the meaning of being a teacher, teaching or being in a teaching community. The study shows that the TCs' constant effort to negotiate and envision their teacher self-images was enacted before the practicum both subconsciously in their social context and explicitly in actual teaching settings and their exertion of shaping their emerging teacher identity through the process of teacher knowledge learning and meaningful interaction with members of a teaching community was continued during the practicum in Korea.

Prior to active engagement in a six-week overseas teaching practice at a professional field, the introspective thoughts of the five focal student teachers that they delineated in the pre-departure interview indicate that they had spent a considerable amount of time on seeking their sense of self as a teacher. Their practice of reflection iterated in their past learning trajectories is also considered a significant foundation for these 'newcomers' continuously to imagine, negotiate, and identify their emerging identity as an ESOL or ESL teacher (Wenger, 1998) during a host of teacher learning experiences and interactions with their colleagues, mentors teachers, and students in the focal practicum site of this study as their first

professional community.

Also, the TCs' meaningful inquiry, built upon self-reflection as to what it means to be a teacher or teaching and what impact a teacher could have on their students, facilitated their construction of initiatives for contributing to their learners' journey of seeking their 'conscious self' through imagination, negotiation, and construction of identity in order to continually participate in a further learning trajectory. Therefore, shedding light on each TC's previous reflecting experience upon their 'self' related to teaching or teaching career in this study was important for its possible contribution to providing the TCs with significant insight into reflection on self as a teacher identity as an initial path toward continuous reflection in the professional teaching field. The three non-education major TCs who were not consciously aware of a teacher-self existing in their sense(s) particularly inspired this section of study, in which their frequent reference to their past reflections on what it would be like to be a teacher was represented as an indication of their continuous searching for a way to develop negotiation and construction of teacher identity throughout their experience at KG.

Sarah's long-term in-depth learning of an L2 primarily influenced her to join this program in the beginning, so her initial concerns leaned toward testing herself as a competent teacher through the international teaching experience with explicit intention of pursuing a teaching career. However, some of her word choices also implied that she may not have explicit intention to construct teacher identity or that may have resulted from her binary attention to her two different majors: language and culture versus pre-medicine. In addition, she indicated that classroom teaching practice and its successful completion were the primary objective of the practicum to her, and those were the crucial factor that would help her decide teaching as her future profession. Unlike other TCs, she never mentioned anyone or anything that had inspired her to enter the teaching field in her past. Nevertheless, her consistent reflection upon which being a teacher means being a good helper in her sense was identified

as a form of her conscious negotiation of teacher identity, just as her teaching competence had constantly been acknowledged by others who were, she believed, “helped” by her. This belief also underscores the potential transformation of one of her imagined identities from a possible teacher applicant to a teacher candidate with an unambiguous identity (Olsen, 2008b).

Similarly, Joy attributed her decision to apply for this program to attention received for her teaching ability. Participating in “complex bundles of interactions” (Olsen, 2008b, p. 27) afforded by the program, she intended to achieve an unambiguous sense of teacher identity through as much as field experience she could get during the practicum. Her philosophy of teaching that she built through consistent reflection on her sense-self as a teacher elucidated her imagined teacher identity in the making as well as her incisive awareness of education in terms of teaching as a “complex, personal, social, often elusive, set of embedded processes and practices (Olsen, 2008a, p. 5)” for the whole aspect of a human being to grow through this process of teaching and learning. And in Taylor’s case, he showed a more intensified will to seek the meaning of teaching for himself through participating in the program with a fledgling teacher sense. Considering how cautious and deliberate his personality was, the significance he attributed to this practicum was evidenced by his considerable time spent on seeking his “sense of self” as a teacher or in the teaching community with critical attention.

Beginning her participation with a slightly more certainty toward becoming a teacher than others, Amy recounted her experience of negotiating her teaching philosophy during the practicum. Amy’s constant reflection on her sense of teacher self was represented through her continuous effort of shaping herself based on her imagined teacher identity – a competent language educator in an ESOL community. This effort also facilitated her active engagement into the practicum as a strong TESOL TC. As another highly qualified teacher candidate with

the same major as Amy's, Nysha explicitly stated that becoming a teacher had never been in doubt for her future career. Being critically aware of teacher impact, Nysha was constantly negotiating teacher identity as she envisioned how she could enact her sense of teacher-self most effectively for her language learners in the future classroom. Her iterative reflection on her past relationships with her teachers through K-12 demonstrated that she was also, as other focal TCs, consistently making effort to define a sense of self in a teaching context.

The prior effort of reflection that each of five focal participants practiced upon seeking their sense of self as a teacher within their social contexts or actual teaching settings explicates that such an experience considerably contributed to their whole-hearted participation in the practicum program as well as the consistent reflecting process upon their emerging teacher identity with the goal of continually constructing their imagined teacher identities. Moreover, exploring their trajectories regarding this effort in advance of their participation as well as investigating the following process (next section) through their participation in the practicum implies that this inquiry activity can be developed as a method to select potential TC participants who apply for this program, especially from non-education major background. It also has potential value as an instrument for mentoring TCs in developing their adaptable competence in the teaching field regardless of their major.

Research Question 2

- How does the TCs' fledgling sense of teacher-self transform into an initial teacher identity during the teaching experience in Korea?

Studies of teacher identity have helped researchers and expert program developers in the field of academic and professional teacher education in constructing "various holistic, situated framings of teacher development in practice" (Olsen, 2008a, p. 5). Over the past decade or so, numerous researchers have attended to the effects of critically planned curriculum, instruction, and practicum courses for teacher education programs towards

development of the in-depth study of teacher identity formation in TESOL, including L2 teacher education. It is explicit in the extensive body of research on teacher identity that the impact of a practicum is substantial for preservice teachers to participate in the continuous development of their emerging teacher identity construction through the learning process of (re)shaping their teacher knowledge and sense of teacher-self.

Promoting teacher aptitude and increasing teacher agency in constructing their transformative (identity-wise) and situated (professionalism-wise) sense-of-self pertaining to their perspectives, surroundings, and personal and professional experiences have been valued as critical in raising teacher retention rate and continuing teacher development (Day & Smethem, 2009). As explicated in the previous discussion, the TCs' consistent reflection upon their sense of self as a teacher or in a teaching context prior to their participation demonstrated their potential in the ongoing process of teacher identity construction from their novice period as preservice teachers, with or without emerging teacher identity in negotiation (Hsieh, 2016). As an active agent who encounters constant phases of negotiating identities pertaining to their prior and future beliefs, knowledge, and experiences, a teacher continuously integrates and adapts their sense of self into ongoing professional identity formation and retains indispensable components of teacher learning for their professional development (Hsieh, 2016).

To address the primary aspects that the second research question intended to discuss, thorough attention was placed on an initial phase of the focal TC's budding teacher identity construction. This section examines the gaps between the TCs' preconceived notions of teachers and students in Korea and the TCs' post-program reflection after interacting with them through their experience at KG. For most of the TCs, the overseas practicum was their first teaching and interacting experience with members of a professional teaching community, and it provided them with considerably invaluable advice, lessons, and unforgettable

memories during their participation. The TCs also demonstrated their preparatory effort for the program by investigating the significant aspects of EFL learners in Korean secondary education settings in advance, being consciously aware of their inner sense of teacher-self.

First of all, Sarah delineated the differences between US and Korean education systems with illustration of her expectations and concerns about teaching and interactions with Korean high school students. Her articulation about the circumstances of Korean education and students in consideration of their social context also indicated her conscious seeking of a sense of teacher-self as well as her commitment to learning its language and culture. She also experienced apprehension about teaching in a classroom prior to the program. But she later experienced that this transformed to a thrill or affirmative feeling upon her entering the classroom itself as well as interacting with students and teachers throughout the practicum. The extent to which she interacted with students at KG was not merely limited to classrooms, and this helped her build the initial stepping stone to construct teacher identity through the meaningful learning from her interplays with KG students.

Sarah went through another critical phase for her emerging teacher identity by assisting, collaborating with, and receiving worthwhile advice and feedback from the cooperating native English speaking teacher (supervisor/mentor) at KG and the professor (leading faculty) of KU during the program. The apprenticeship's learning experience with professional teachers contributed extensively to shaping her teacher identity as an "active, thinking decision-maker" who makes "instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81). Sarah's reflective account also illustrated how the program experience impacted her burgeoning teacher identity in her fourth weekly journal entry. She delineated that every constructive activity offered by the program contributed to their holistic and professional identity development through experiencing academic and professional

responsibilities, learning activities, teaching practice, and ethnographic observations of the schools in various cultural contexts.

Taylor also recounted his experience interacting with students at KG, especially through classroom teaching, as “a pleasant surprise,” based upon his growing sense of teacher-self in the midst of gradually becoming teacher identity. Taylor’s initial teacher identity started being formed and shaped through his interactive experience when teaching KG students in classroom. He illustrated his in-depth teacher learning in regards to the significance of a teacher’s influence on students and their developing academic knowledge as well as growing sociocultural perspectives. Joy’s emerging teacher identity also began to appear when she described her concerns about teaching and interacting with students in Interview 1. Her comments revealed her constant reflection upon her sense of self in a teaching context toward becoming more as her sense of teacher-self, which also indicated her initial teacher identity actively being formed as she imagined for her future teaching community.

Like Sarah, Joy valued the interaction with the program faculty and the cooperating teachers at the middle school, especially Rachel and Mr. Kim, and their tangible feedback on EFL instruction drawn from their experiential teacher knowledge. Through this experience, Joy remarked that she perceived a meaningful notion for her ongoing process of negotiating teacher identity, such as teachers and students can build a constructive friendship in her future teaching context. She was also “afforded a space and opportunity to hear” (Yazan, 2014, p. 210) the important aspects of teaching and classroom management from Rachel. Based on the non-education major TCs’ descriptive account as to their experience interacting with teachers and students at KG, their prior concerns and anxieties over the teaching were interpreted as promoting force for their consistent reflection upon yet unidentified sense of teacher-self in their imagination, which turned into a fledgling and continuously being (trans)formed teacher

identity through their teaching experience in Korea.

For Amy and Nysha who were more prepared due to their major in education, interaction with the teachers as well as students at KG contributed to developing their emerging teacher identity construction a bit ahead of other TCs. Nysha's steady pursuit of teaching for her future profession also has been developed and reinforced through the interaction with her high school English teacher, who motivated her to reify her imagined teacher identity by constantly (re)constructing and (re)shaping it as a more concrete form in a real classroom at KG. However, having no classroom teaching experience also caused Nysha's nervousness toward the practicum, but she could construct more situated and legitimate teaching identity (Richards, 2006) by preparing herself with competent teacher knowledge through considerable investment of her time on in-depth study and observations of classroom teaching to overcome.

Through interaction with KG students during her time in Korea, she also developed initiatives for her robust teacher identity by building a stronger bond with KG students than the other TCs. Her ELL/heritage language learning experience afforded her a constructive path to develop her imagined bilingual teacher identity with her empathy securely enacted in her relationship with Korean EFL learners. The classroom teaching experience at KG influenced Amy in constructing teacher perspectives and teacher identity as a competent future TESOL educator to build a scaffold that she could apply when interacting with diverse ELLs from multifarious language and cultural backgrounds in her future classroom. In her journal entries and interviews she explicated how her responsiveness to classroom dynamics has grown to accommodate the flexibility necessary in leading future TESOL classes through the practicum.

Overall, the immersion teaching and learning experience afforded the five focal participants the meaningful interactions with the students and the teachers at KG in shaping

and constructing their emerging teacher identity, which greatly influenced their sense of self to be transformed into budding teacher identity by being aware of their personal and professional sense of identity emerging in the teaching context (Woods et al., 2014). The teaching and learning components offered by the program were geared towards the goals that TCs anticipated to achieve. Whether it was classroom teaching experience or interacting experience in the professional teaching community in overseas, the practicum had extensive impact on each TCs' evolved views in teaching and engaging in critical preparation to be a TESOL educator with their teacher identities, although some were in construction while others in negotiation. This powerful impact may also contribute to preparing TCs for interaction with ELLs at K-12 settings in the US, whose identities are still in negotiation, by providing the TCs with broader perspectives to view the process of ELLs' constructing learner identity and find critical teacher advice for them.

Research Question 3

- How does collaborative learning contribute to the TCs' negotiation of teacher identity in a Community of Practice?

Throughout the six-week TESOL practicum in Korea (even during the pre-departure workshops in the spring semester of 2016), the fourteen TESOL student teachers, together as a cohort, were actively engaged in the required academic and cultural activities including boarding experience at an on campus dormitory. Six placed at the high school, four at the middle school, and the remaining four at the English Business high school (EB) at KG. They all gathered at one teacher room (E1) located at KG high school for most of their working time at KG except for TCs placed at middle school or EB when they needed to observe and teach in their assigned classrooms. The TESOL theory lecture courses were held in E1 during the first two weeks, and the TCs shared most teaching and learning experiences in this community space by contributing to each other's teacher identity formation as a cohort. Not

only for relaxing or interacting with KG students but also for discussion to share their ideas and resources in lesson planning, E1 afforded the TCs constructive interactions together with more developed sense of professional teacher-self.

The five focal participants described that they needed this cohesive group experience in helping each other by building supportive relationships. First of all, Sarah recounted that the collaborating experience contributed to their growth in that they were able to rely on one another whenever they needed support and confidence from their preservice teaching community. Her practicum experience within the comfortable and vibrant team spirit of the cohort influenced growth of her initial teacher identity with more confidence and self-assuredness as presented in our post-meeting for the interview. She could share any of her opinions, beliefs, and personal and academic experiences with her cohort members simultaneously engaging in teaching and learning experiences within multifarious academic and cultural context in a teaching community. Being recognized as a member of the teaching community facilitated her to enthusiastically participate in the group interaction that shaped their community to be more applicable to the professional and social domain for teachers.

The intensive collaboration also afforded the TCs a firm connection with an integrated group identity through the practicum experience by being inspired with critical awareness of their emerging teacher identity and teacher identity in negotiation. Amy also elucidated that the experience of interacting with cohort TCs provided her with a conceptual space to reflect upon her fledgling teacher identity negotiation within a community of teaching and learning practice. Within this community experience, Nysha found that the significance of each member's voice, opinions, and listening to one another in a big group of student teachers made this learning experience of partly professional values, beliefs, and modes of interpreting classroom dynamics in TESOL education in Korea a beneficial opportunity to every TC's negotiation of teacher identity through a community of practice

applicable for diverse TESOL classrooms in the US or any other multicultural settings.

The collaborative experience also provided the participant group opportunities to learn, discuss, and examine to challenge and question one another in the initial phase when learning TESOL theories. Every member actively participated in discussions regarding TESOL with critical questions and comments built upon their past language learning or teaching experiences. As contributive venues for all the TCs' growth, these meaningful meetings enabled the participants to externalize teacher voice and beliefs and internalize meanings shaped by listening to each other prior to launching their growing teacher identity into the professional community. From diverse personal and educational backgrounds, the TCs participated in a complementary framework of teacher identity construction with specific pertinence to TESOL teachers altogether, by socializing in a professional manner, 'structuralizing' what they discussed, and 'effectual-izing' what they had incorporated and interpreted from each other's knowledge and resources.

Taylor valued the experience of community learning as significant for shaping teacher identity within a community of practice in both TESOL teacher training program and general teacher education programs. He elucidated his personal transformation experience from a person with lone-working preference to one who adapted well to collaboration through the TESOL teaching practice with a community membership (Canagarajah, 2012). Joy also highlighted the importance of listening to other colleagues, and how rewarding and meaningful learning in a community was to her in shaping her sense of 'self' to become her initial teacher identity for her entry into a teaching community of her own (Beauchamp & Thomas, 2009).

Additionally reinstating the attention on the teacher learning space, E1, deserves its significant role that made the TCs available to acknowledge that they were recognized and they were making meanings that contributed towards their growth as a teacher. Their views

and knowledge extended through the legitimate peripheral participation (Lave & Wenger, 1991) of observing and learning directly from the practice of the experts – their supervisor and mentor teachers – in the teaching community and were shared in this physical space, which also encouraged the TCs’ sense of belonging and membership to the community (Wenger 1998). As they got to engage more in professional tasks in a professional context, the focal participants underscored the importance of having a consistently designated zone in a community where an individual member identifies himself or herself as belonging (Flores & Day, 2006). They were given an “infrastructure for imagination” of professional teacher identity with a membership to the teaching community in practice (Wenger, 1998, p. 238) through their interactions in the space.

For approximately one and a half months, the program offered opportunities to its participants for their emerging teacher identity negotiation through vigorous collaboration within the professional teaching community in Korea. The TCs actively attempted to position themselves in their first social and professional teacher learning space. “Engagement in practice” gave the TCs “certain experiences of participation,” and what their community paid “attention to reifies” them as its participants (Wenger, 1998, p. 150). The TCs participating in this study strived to see themselves as a teacher prior to the program, but they could sense their emerging teacher identity while actively participating in the program. Through this lived experience of the collaborative learning and teaching, the TCs not only could identify their persona as teachers but also gain the legitimation of their presence by teachers and students in their teaching community (Wenger, 1998). Their “membership” in the teaching community of practice in Korea “translates into” their preservice teacher identity “as a form of competence” (Wenger, 1998, p. 153), evidently reinforced with the process of their emerging teacher identity formation in practice through their experience.

Research Question 4

- How do the TCs learn to construct their TESOL teaching quality for inclusive teaching through the international practicum?

In order to ensure high-quality instruction in a teaching context, attention must be paid not only to teacher quality but also to teaching quality (Darling-Hammond, 2014). As “the bundle of personal traits, skills, and understanding an individual brings to teaching, including dispositions to behave in certain ways, such as collaborating with colleagues and adapting instruction to help students succeed” (p. 7), teacher quality has rather different features from teaching quality. Teaching quality involves “strong instruction that enables a wide range of students to learn” (p.7) according to Darling-Hammond (2014). Even strong instruction, however, could hardly avoid challenges from the discipline, instructional goals, and contextual needs of students. Based on the supposition that teachers can be provided with teaching quality suitable for their context through curriculum and evaluation systems, specific programs need to be designed to provide what teachers need for their work, tasks that balance with the teachers’ proficiency, and working conditions in the appropriate context.

As “an excellent teacher may not be able to offer high-quality instruction in a context where he or she is asked to teach a flawed curriculum or lacks appropriate materials” (p. 7) and “a well-prepared teacher may perform poorly when asked to teach outside the field of his or her preparation or under poor teaching conditions” (p. 7), teacher training with a focus on quality teaching construction can develop this quality among teacher learners through teacher education programs or field experiences which are appropriately geared towards their goals (Darling-Hammond, 2014). Teachers may eventually be able to practice the utmost knowledge and expertise in their teaching context based on their teaching quality and become competent through their field experience, regardless of being faced with any undesirable conditions such as inadequate teacher resources, inferior spatial circumstances, time constraints, or overflowing class sizes.

From the beginning of the program, the focal TCs spent extensive time observing the teaching of a native English speaking teacher from America based on English-only instruction to improve speaking and listening proficiency of Korean high school students for the purpose of gaining quality teaching knowledge for TESOL classroom. Due to the English teachers' split work load between communicative English teaching and content knowledge teaching at KG, the TCs were also given teaching and learning opportunities in the communicative teaching group with one mentor as well as a supervisor teacher. In order to develop communicative competence of English among every one of the students, the English instruction at KG is equipped with a competent native English speaking teacher from the US, Clark, and critically designed immersion and hands-on learning curriculum. Sarah, Taylor, and Nysha, placed at KG high school, experienced meaningful learning through interaction with Clark and observation of his vibrant instruction. They all highly admired the way he led a large group of students by motivating their engagement and drawing their attention within his EFL learner specific lesson plans for the entire fifty minute given to each session.

The students were evidently provided with a lesson based on "individualized trait that helps learners persist long enough to" accomplish the goals they set for communicative English learning "regardless of their language aptitude or cognitive characteristics" (Maeng & Lee, 2015, p. 25) by each time interacting with Clark. Nysha elucidated that she could emulate the way Clark taught in her future language classroom because Clark was critically prepared with his 'strategy' that promotes comfortable atmosphere in classroom to facilitate students' engagement in more effective learning for communicative English without having much anxiety in making errors when they take risks, which normally gives apprehensiveness for language learners within the cultural context of Korea. By observing Clark's learner-specific teaching strategies built upon teaching communicative language in particular, Taylor also started constructing his teaching quality of how to engage and motivate their ELLs to

learn effectively in their classroom with keeping in mind that “a teacher's skills and teaching style are positively correlated with student achievement” (Maeng & Lee, 2015, p. 25).

Sarah also acclaimed Clark's quality of communicative English instruction with illustrating that his open-hearted approach to his students enabled building an amiable relationship with them toward facilitating the students' participation in relating themselves to the crucial components of L2 learning built upon a lower affective filter. Both Sarah and Nysha delineated that their global perspectives in teaching English were growing effective by reflecting upon Clark's inclusive instruction for KG students to utilize their learned practical knowledge of their L2 as an international language. Clark's other teaching strategies were influential to the TCs as well because his linguistic and cultural background – not entirely, but for the most part – was from the US, which made the TCs' construction of teaching quality through learning from his teaching trajectories less challenging and also more meaningful due to the suitability of his teaching quality to Korean EFL context.

The constant learning process of the TCs to shape their teaching quality through interacting with KG students was also empowered by Clark's genuine support not only in the academic context but also in the new cultural context, by being invited with KG students to the cultural activities Clark planned during every weekend, except for those during which our excursions were scheduled. The TCs active on- and off-classroom interacting experience with KG students helped them enhance understanding capacity toward language learners extensively, thanks to Clark and thanks to the overseas practicum. And the other focal TCs at KG middle school, Joy and Amy, were able to learn effective EFL teaching as well as classroom management by observing and collaborating with their supervisor English native speaking teacher at KG, Rachel.

They noted that the amount of lesson implementation, beyond what they expected, also afforded them more opportunities to critically reflect upon their teaching styles, which

part of strengths they have to develop, or what to improve for better interaction with students. Taylor also indicated that he gained considerable insight for his teaching quality construction as an effective TESOL educator through a number of actual teaching practices at KG, by highlighting the impact of the program on teacher candidates within intensive teaching opportunities offered by the program for their meaningful teacher learning by ‘doing.’ He underscored the value of this program as equal to or stronger than the regular course of theories or practicum in developing teaching quality. In addition, Amy’s higher threshold for prominent teaching quality facilitated her critical teacher learning through the international practicum. Her astute critique of Korean EFL education’s focus on ‘learning to test’ promoted instruction based on her constructive criticism with expectation to contribute to development of English education for globalized context in the world.

The process of learning by doing helped the TCs gain more insightful teacher perception in preparation for inclusive teaching through their extensive practicum experiences during the time in Korea. The participants had an opportunity to forge an effective teaching quality for their critical preparedness in their inclusive classroom in the future. The field experience with language learners in Korea was short, yet intensive enough to contribute to the TCs’ shaping their first step toward becoming an internationally competent TESOL educator.

Research Question 5

- What aspects of the international field experience the participants found significant in developing their intercultural awareness for multicultural classroom?

In the era of globalized social contexts everywhere, teachers confront more challenges to cope with the learners from diverse linguistic, ethnic, and cultural backgrounds in their classroom. Different aspects of each culture are intertwined with multicultural education contexts for teachers to consider their influence critically when interacting with

these learners based on cross-cultural responsiveness and inclusive perspectives (Marx & Moss, 2011). It becomes more imperative for teachers to improve their capacity of understanding diversity with critical reflection on complex dynamics of globalization in their teaching context (Choi & Shin, 2016) to be a multiculturally perceptive educator. To correspond to this call, more innovative and influential programs have been developed for preservice teachers to improve their teaching quality for better understanding diversity education through teaching and learning experiences in global contexts abroad (Marx & Moss, 2011).

It is not guaranteed that those who have competent teacher quality establish effective teaching quality for learner diversity (Darling-Hammond, 2014; Messiou & Ainscow, 2015). Therefore, teacher education programs need to provide teacher candidates with opportunities to build experiential knowledge through international field experience to develop teaching quality and effectiveness for heightened diversity in TESOL classroom (Darling-Hammond, 2014; Jimenez & Rose, 2010). As an effective teacher training program for its participants' teaching quality development as multicultural educators, the program of this study has demonstrated its ability to providing meaningful experiences for participants to enhance their intercultural awareness through the practicum at KG. The focal TCs indicated their lived and immersed teaching and learning experiences in a new culture and valued their practicum experiences as an invaluable process in developing their intercultural awareness for multicultural teaching contexts (Malewski et al., 2012).

Notwithstanding her long time study of Korean language and culture, Sarah specified her knowledge about Korea was much enhanced and become fully experienced through the practicum. As a language learner herself, her empathy toward language learners in Korea also facilitated her meaningful understanding to grow deeper for ELL or ESLs in her future classroom. Through her comparative reflection upon the different aspects of classroom

dynamics in the US and Korea, she also experienced transformation in critically observing different cultural aspects based on improved intercultural awareness. Nysha delineated that she discovered culturally similar or different aspects in two different school contexts when observing classrooms based on comparative reflection of between two cultures. Her active engagement in the practicum impacted not only the KG girls' learning their L2 language and culture but also Nysha's global perspectives as more evolved and enlightened for other culture(s).

Taylor found more similarities than differences among teenagers between American and Korean high schools; however, he identified the 'biggest cultural difference' of Korea from the US as the amount of studying time Korean students devoted themselves for their academic achievement every day, even though he acknowledged the sociocultural circumstances of the Korean education context based on the statistical records. Joy demonstrated that she gained enhanced global perspectives during her time in Korea, as one of her major objectives through the practicum was to cultivate knowledge of understanding and readiness of teaching learners with diversity. She also indicated that her extensive hands-on cultural learning experience afforded her an initial opportunity to construct multicultural teaching competence. Through a meaningful teaching, learning, and interacting experience with KG students and teachers, Amy recounted that she learned how to incorporate her broadened understanding and cross-cultural awareness into the future lesson plans in consideration of diverse backgrounds of her future language learners.

As the concluding process of the big journey, the focal participants elucidated the value(s) that they found through the experience to develop multicultural perspectives for TESOL or any global teaching context. Based on their improved intercultural understandings, the TCs delineated which critical aspects of their program a global teacher candidate in TESOL or in general should pay most attention to. First of all, Sarah advised future EFL

preservice teachers to consider how her skills for the language teaching and intercultural awareness got improved through the practicum. Taylor recounted that his experience of improving global perspective through the practicum can be applicable to any teacher candidates who want to figure out teaching as a future career in that teaching and learning within a whole new cultural context could promise a significant opportunity to road-test their potential teacher quality by building critical teaching quality.

Joy asserted that she would firmly recommend this experience for any competent teacher learner to prepare for multicultural classroom by showing her appreciation of the learning and teaching experience in Korea. Amy also specified her experience of gaining broadened multicultural perspectives through the practicum for future TESOL teachers to consider for diverse learners in the global teaching context worldwide. And Nysha explicated how the overseas teaching experience could shape her global perspectives toward developing her teaching quality for multicultural learners in the future classroom.

The TCs went through a significant learning and teaching experience that formed and transformed their cultural perspectives from a singular view to multicultural awareness as an initial step towards developing diversity-inclusive teaching competence by being engaged and immersed within a new cultural context. Their intercultural awareness was broadened and developed through the practicum which cultivated their teacher sense as more diverse-culturally responsive to their future learners from multifarious backgrounds. Through this particular study, the TCs' experiences could contribute to the development of teacher education not only to prepare teacher learners for global perspectives in TESOL but also in any teacher education context.

CHAPTER 7. CONCLUSION

Summary

Throughout this qualitative case study, diverse aspects of an international field experience for TESOL teacher candidates have been presented and explored with respect to the process of the focal participant TCs' emerging teacher identity formation and teaching quality construction during their active engagement in the practicum for six weeks. Particularly, how the teaching and learning activities within the cultural immersion field offered in the teaching practicum course contributed to the focal TCs' seeking and constructing their initial teacher identity and teaching quality in TESOL education was scrutinized with an in-depth research lens for TESOL teacher education development. The contributive aspects of the intensive teaching practicum abroad were discovered as significant not only for education major teacher candidates, who were searching for a program that can develop their critical preparation to be a competent TESOL educator, but also for student candidates, who were eager to identify a sense of self as a teacher prior to join a teacher education program in TESOL, through a careful examination of their dynamic teacher learning in Korea.

Findings of this study discuss several main features of the internship-based study abroad program. They reveal that this short-term but comprehensive teaching experience abroad could afford for TCs in constructing explicit initial teacher identity and critical teaching quality through their teacher learning and teaching overseas. First of all, the extent to which TCs had pondered on their sense of 'self' as a teacher prior to their entry into the teacher education field – undergraduate education major and/or this specific program – was indicative of the focal TCs' unceasing effort of seeking what it means to be a teacher within their social and educational context. Each TC's iterative practice of reflection their sense of teacher-self may also be interpreted as their negotiation and imagination of teacher identity

continuously enacted through their social interactions and learning activities.

Secondly, their continued reflection upon inner sense of teacher-self went through a transition to thorough observation of constructive interactions between teacher and student at the international teaching context. This shift of reflection activity cannot be disregarded as it presents the intricate process of the fledgling TCs' initial teacher identity formation in which their continuous reflection and observation over the teacher and learner in Korea and their interaction in and out of the classroom. Paying more critical attention to the dynamics among the members of the professional teaching community in a foreign context, the TCs could sense their teacher identity emerging, and they continued shaping their imagined teacher identities with negotiation by responding to the questions coming into their mind while observing and interacting with teachers and learners at the practicum site.

Third, the TCs' initial teacher identity (or identities) was constructed and developed through their collaborative learning and social interaction within the professional community for the participating TCs in the program. The lived experience of their collaborative learning and teaching afforded the TCs opportunities to identify their persona as teachers as well as gain the legitimation of their presence by teachers and students in their teaching community (Wenger, 1998). The "membership" as a sense of belonging in their teaching community of practice in Korea facilitated the TCs to shape their initial teacher identity into "as a form of competence" (Wenger, 1998, p. 153). Fourth, the TCs were afforded more opportunities to develop effective teaching quality construction for TESOL education by participating in the intensive preservice teacher training program in an overseas context. Their apprenticeship experience with mentor teacher(s) had a meaningful impact on their critical teaching quality preparation for their inclusive classroom in the future.

Last but not least, the TCs experienced the process of significant teacher knowledge building through their cultural perspectives (trans)formed from a singular view to

multicultural awareness during the practicum. And their active teacher learning in a new cultural context promoted their global perspectives development, which could become a diversity-inclusive teaching competence for TESOL education beyond domestic areas – beginning from Korea. Based on their broadened inter-/multicultural awareness through their new cultural teaching experience, the TCs' teacher sense are being continuously developed as more diverse-culturally responsive to their language learners in the future TESOL classroom.

Implications

The findings of this study have potential implications for teacher educators and curriculum developers in TESOL for not only institutional organizations but also professional training facilities (Faez & Valeo 2012). The empirical contributions made from this study to suggest as implications for TESOL teacher education are summarized as follows:

(1) International field experience for TESOL practicum provides opportunities for preservice teachers to view sense of self as a teacher through meaningful reflective practice in their past learning trajectories and an actual teaching context (Beauchamp & Thomas, 2009; Farrell, 2016) within an intensive immersion teacher learning setting. As delineated in the section for the first research question in the chapter for discussion of findings, this process was significant for both student candidates who are in non-education major(s) and wish to apply for this program and teacher candidates who are from teacher education major(s) to reflect upon their positive views toward teaching or being a teacher, whether they were merely interested in or they were striving to form their teacher identity through imagination and negotiation (e.g., see p. 154).

(2) International field experience for TESOL practicum affords preservice teachers opportunities to construct initial teacher identity (identities) through interactions with members of a professional teaching community. This experience also helps them found a robust scaffold to continuously develop construction and negotiation of their multiple

professional identities by observing and engaging in the dynamics of diverse cultural interactions in a TESOL community. Participating TCs could meet similar opportunities within a domestic TESOL teacher education setting (Dang, 2013; Kanno & Stuart, 2011; Trent, 2010; Trent, 2011b; Yazan, 2014). But in this programs particularly, they can develop their emerging teacher identity with growing understanding of new world through hands on experience of new education and culture themselves (Kabilan, 2013) (e.g., see p. 157).

(3) International field experience for TESOL practicum contributes to preservice teachers' social identity formation through a collaborative learning within a community of practice setting. Within the process of situated learning in a community of practice (Varghese, 2005), a group of TCs can engage in a course of meaningful collaborative experiences by learning, living, teaching, and building a membership together in their teaching community for a short-term but with significant impact. Continuous practice of their teaching and learning collaboration as well as sharing knowledge and experiences together afford them more opportunities to negotiate and shape their social teacher identities than most traditional single person-based practicum participations do (e.g., see p. 162).

(4) International field experience for TESOL practicum prepares preservice teachers to build and develop effective teaching quality for learners with multicultural backgrounds based on a wide range of inclusive teaching strategies as a self-efficacy. Practical experience of learning by doing in a professional teaching context in a new culture helps participating TCs gain more insightful teacher perception to prepare for inclusive education through extensive practicum experiences as this program offers (Cruickshank & Westbrook, 2013). Participants can have an opportunity to forge an effective teaching quality to become an internationally competent TESOL educator for their future inclusive classroom (e.g., see p. 165).

(5) International field experience for TESOL practicum offers preservice teachers opportunities to develop multicultural perspectives through an experience building

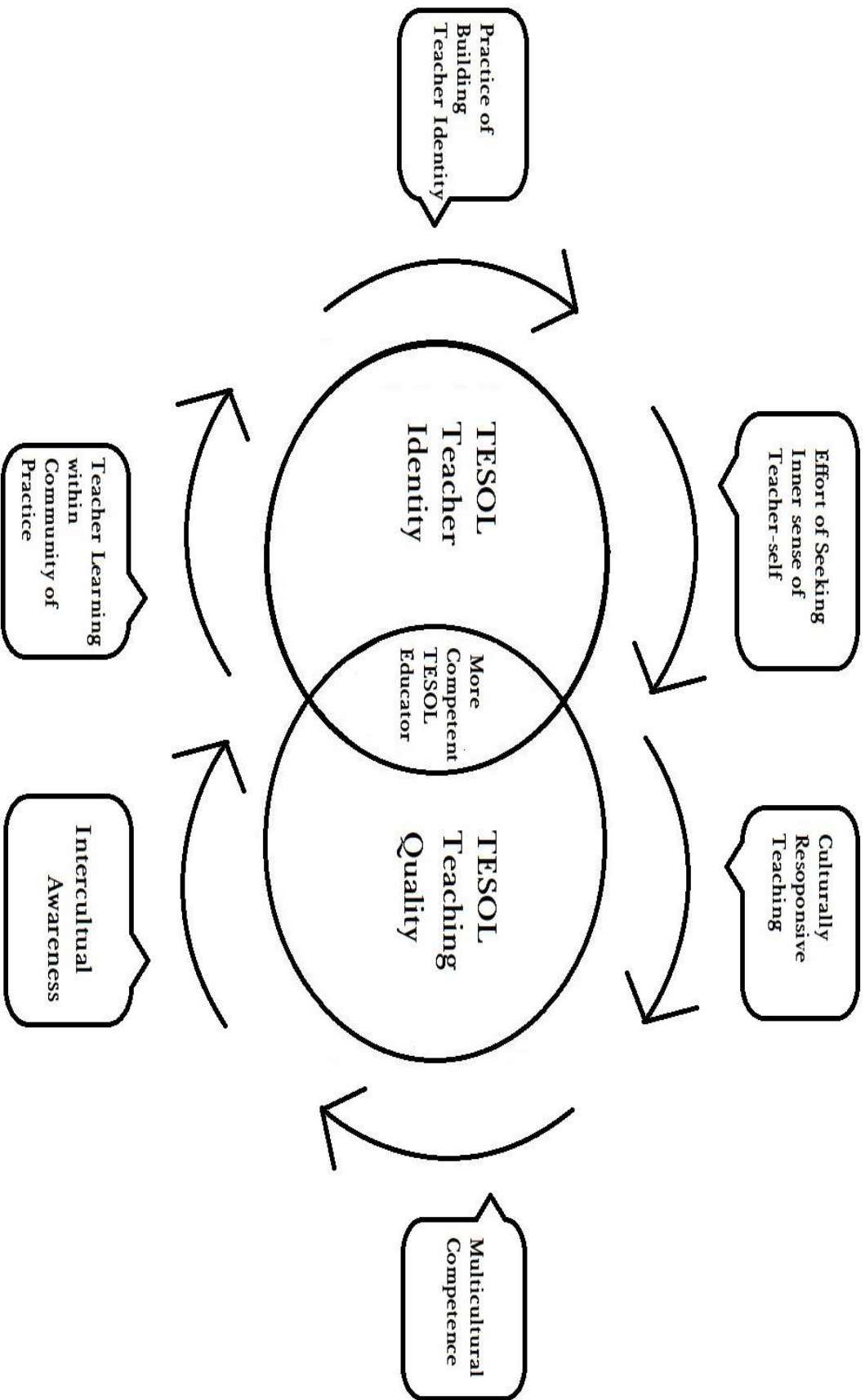
intercultural awareness within a new culture and education context. As an effective teacher training program for its participants' teaching quality development as multicultural educators, the overseas practicum as in this study provides meaningful experiences for participants to enhance their intercultural awareness through critical teacher learning in a short-term and intensive settings in a totally new culture (Malewski et al., 2012) (e.g., see p. 169).

Based on the findings of this study, I created Figure 1 below to represent ways in which an international teaching practicum (ITP) contributes to development of teacher education programs in TESOL. It also shows what teacher candidates could consider for their consistent devotion with regard to the profession. More specifically, it explicates how the interpretation unfolds sociocultural aspects and other pedagogical benefits of the international practicum experience that potential TESOL TCs would find worthy of attention. It shows possible values that such a program entails for teacher candidates to consider as they choose their programs while the overlapping zone describes an anticipated focal outcome.

As described above (p. 70), to more specifically explicate how the program is related to sociocultural aspects and other pedagogical benefits offered for the participants through the international practicum experience that potential TESOL TCs would find worthy of attention, Figure 1 below indicates what an international teaching practicum (ITP) could contribute to development of preservice teacher in TESOL and what teacher candidates could learn through the experience to consider for their consistent devotion with regard to the profession. A visually organized picture shows possible values that the whole program entails for teacher candidates to consider as they choose their programs, and the overlapping zone describes a possible objective that the participants of this study may anticipate as an impact of the program, their very first participation in classroom teaching as a teacher.

Figure 1

The Potential Value of the ITP program in TESOL Teacher Education



Limitations

However, potential challenges are also inevitable. A possible drawback of the applicability of this study involves the rather homogenous EFL learners on the practicum sites. In particular, students at KG high school, as a private mission school, are selected through KG's own entrance exam and (most of them) from affluent families that can afford above average-priced boarding fees for the advanced education service. In the Korean context, these students are regarded as the privileged few. Therefore, their extent of motivation to achieve academic success also cannot be applicable to most ELL classrooms in the US (Baecher, 2012). Therefore, it is highly challengeable for all of the findings from the study to be applicable in the U.S. context where a major body of ELLs are comprised of immigrant language minorities reported as poverty or near poverty status (Center for Immigration Studies, 2011). The overall findings and implications of this research may also be limited in that the study discusses its findings with significance only on the five participants through a qualitative method to delineate every detail of the participants' personal and academic experiences with respect to the program overall. If it were a longitudinal study, the findings would yield more insight into the long-term impact of international field experience on teacher candidates. However, due to the limited time frame for this dissertation writing process, I could not follow up on the participants' teaching trajectories to investigate the benefits of their experiences during the TESOL practicum abroad.

Recommendations for further research

Further research can be developed and enhanced with extended applications of the research methods in the present study in other international field experience contexts, such as teaching various foreign languages in different institutional contexts – either public or private education, elementary or secondary school settings. Future research can be conducted within extended study abroad programs – one semester or longer. International field

experience for TESOL inservice teachers' professional development programs can be applicable with modified research questions. Future research with regard to teacher learning or practicum abroad could also suggest more insightful aspects regarding the contributions of international teaching practicum courses, in order to develop effective TESOL teacher education and in-depth teacher learning, such as following up on the participants' practices and perceptions as teachers after a long period from their return. With more investigation in a frame of longitudinal studies in order to explore in-depth features of the program's impact on TESOL education and what should be maintained or improved for the program's future development can also be recommended for further research.

APPENDICES

Appendix A. Course Syllabus

C&T 491: MidU TESOL Practicum in Korea Syllabus Summer 2016

Faculty Advisors

- Sofía Fernández, Associate Professor
- Minah Kim, Graduate Assistant, Ph.D. Candidate

Department of Curriculum & Teaching

Practicum Description

The TESOL Practicum in Korea allows individuals to gain supervised experience in Teaching English to Speakers of Other Languages (TESOL). It is designed to engage students in a study of theories of second language acquisition and models of English as a Foreign Language practice while providing intense and direct teaching experiences with school-age English learners in an international setting. The practicum will prepare students for professional advancement and endorsement for those with an initial teaching license. In addition, students will acquire cross-cultural knowledge of educational settings in general and the English language classroom in particular through activities and experiences aimed at developing critical understandings of how culture affects educational practice and the role of English as an international language.

Key components of the TESOL Practicum in Korea include 1) working alongside a knowledgeable and experienced ESOL educator in a Korean middle or high school classroom dedicated to English as a foreign language; 2) language and culture immersion as the result of living, working, and playing alongside students and faculty of the *KG Girls' School*; 3) engaging in dialogue and reflection on linguistic and cultural experiences with the accompanying MidU faculty advisors; and 4) completion of a web-based portfolio with artifacts relative to one's professionalization in the field of TESOL.

Practicum Objectives

Students who complete the MidU TESOL Practicum in Korea will:

1. Demonstrate competency in intercultural communication and professional competencies associated with international TESOL standards
2. Participate in ongoing professional dialogue and critical reflection with a cooperating teacher and university supervisor
3. Compare and contrast the American and Korean systems of education with respect to the role of English teaching and learning in young Korean students' lives
4. Demonstrate the ability to critically investigate key TESOL issues in the international classroom setting

5. Reflect on wide variety of linguistic and cultural experiences within the classroom and beyond
6. Experience being a second-language learner in a foreign culture and thus develop empathy for such students in American schools

These objectives align with the School of Education’s conceptual framework:

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Course Requirements

Course requirements include the following; items 1 – 5 will comprise components of a web-based professional portfolio:

1. Two reflective reviews of scholarly articles on TESOL theory, models, and practices relative of English as an International Language and ESOL in Korea
2. Two cross-cultural exercises designed for students to examine different perspectives in the global community related especially to English teaching and learning, where they will reflect on their own attitudes, beliefs, and behaviors in contrast to those of their Korean hosts
3. Design of a cross-culturally relevant English instructional unit composed of a narrative and two lesson plans
4. A weekly journal of ethnographic field notes
5. Implementation of two lessons for the purpose of formal observation

Points and grading are as follows; note that detailed rubrics with specific criteria and criterial levels of performance will be provided as part of the more comprehensive *MidU TESOL Practicum in Korea Handbook*.

Criteria	Total Points
Article Reviews (2 @ 5 pts ea)	10
Weekly Reflective Journal (5 entries @ 2 pts ea)	10
Instructional Unit (10 for narrative)	10

Lesson Plan and Implementation (2 @ 20 pts ea; 10 per plan, 10 per implementation)	40
Cross-Cultural Exercise (10 pts)	10
Portfolio Design and Development	20
	100 Points Total

Grading Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; Below 60% = F
(Minuses and pluses may be given in borderline situations).

Required Texts

- Selection of chapters from Celce-Murcia, M., Brinton, D. and Snow, M. (2014) *Teaching English as a Second or Foreign Language*. 4th Ed. National Geographic Learning/Heinle Cengage Learning. Boston, MA.
- Park, J. (2009). 'English fever' in South Korea: its history and symptoms. *English Today*, 25, 50-57.
- Canagarajah (2014) In search of a new paradigm for teaching English as an International Language. *TESOL Journal* 5.4, December 2014.
- Choi, I. (2008). The impact of EFL testing on EFL education in Korea. *Language Testing*, 25(1), 39–62.

Description of Course Requirements

1. Pre-Departure Requirements

- Prepare for, attend, and actively participate in all required meetings. If you are unable to attend a meeting, you must contact the faculty advisors to make arrangements to obtain missed information.
- Complete and submit in a timely and professional manner all necessary paperwork (e.g., passport application, health screening), and required activities (e.g., registering for the course) necessary for participation in the program.
- Prepare materials and activities to familiarize Korean students and teachers with some aspect of American culture, including a small photo album with pictures of you, your family, friends, life in the US, etc.

2. Textbook's chapters

Students will read (and take notes for subsequent discussion with the faculty instructors and peers) the chapters assigned for each day. Refer to the schedule below for these daily chapter assignments.

3. *Article Reviews*

In addition to the assigned textbook's chapters, students will read three articles about the teaching of English as a Foreign Language (TEFL) in the Korean context. These readings are assigned for the first, second, and third Seminars respectively. Students are required to choose and write a reflection of two of these three articles of their choice, to be included in their portfolio. The three articles are:

- Park, J. (2009). 'English fever' in South Korea: its history and symptoms. *English Today*, 25, 50-57.
- Canagarajah (2014) In search of a new paradigm for teaching English as an International Language. *TESOL Journal* 5.4, December 2014.
- Choi, I. (2008). The impact of EFL testing on EFL education in Korea. *Language Testing*, 25(1), 39–62.

4. *Design of a cross-culturally relevant English instructional unit composed of a narrative and two lesson plans.*

In line with the course goals of demonstrating competency in intercultural communication and professional competencies associated with international TESOL standards, students will develop an instructional unit that incorporates the principles of TESOL within the curricular and instructional structure of the Korean EFL classroom. Students will choose a theme early in the course and will develop two lessons of approximately 30 - 45 minutes each that demonstrate practices and principles pertaining to Content-Based Instruction for English Language Development (CBI-ELD).

The Instructional Unit project comprises two separate but related parts: a written narrative and two CBI-ELD lesson plans.

Part One: Narrative

The narrative is, in essence, a mini-research paper on the topic of English as an International Language. The narrative will serve three purposes: First, to demonstrate your knowledge of the principles and practices of EIL as they pertain to the Korean English classroom and second, to serve as an introduction to your two lesson plans that will follow.

The narrative will have two sections:

Section One: This section will be the bulk of the narrative and will comprise the “research paper” part of the entire project. In it, you will discuss the principles and practices of EIL, both in terms of how it is explained in the literature (i.e., the articles

and textbook chapters you have read) and how you understand it and experience it in the context of your own learning and development as a teacher.

Section Two: This section will provide a justification for the unit that you have developed and point out the key features of your lesson plans that follow. Here you will connect to the research that you just reviewed and demonstrate how it has informed the way you plan for language development and content learning to occur simultaneously for English learners. Specifically, this section will provide:

1. A description of the age/grade and content of the intended students, setting and why you chose this particular content for your assignment.
2. A description of the language level(s) and educational experiences of the students in your classroom. This includes addressing their home language (Korean), their English learning backgrounds (both formal and informal), and other potentially relevant information to understand the dynamics and demographics of the class.
3. A discussion of how the selected strategies and adaptations in the unit/lesson plans support English language development. You will preview what the content objectives are for the unit, how those objectives lead you to focus on particular language functions and forms so that ELs can achieve, how you will provide comprehensible input and elicit output from ELs, and how you will gauge the extent to which the ELs have met your intended language objectives.

Part Two: CBI-ELD Lesson Plans

The purpose of the Instructional Unit is for educators working with Korean ELs to demonstrate their ability to design a series of lessons that incorporate strategies for providing comprehensible input for English learners and to assist them in developing linguistic and academic proficiency in English. For the sake of this assignment, you will create two plans for sessions of approximately 30-45 minutes. A CBI-ELD lesson plan template will be provided on the Blackboard site, as well as many examples of plans for different classroom contexts. Pay particular attention in each lesson to provide opportunities and use instructional techniques that specifically address the content objectives, language objectives (functions and forms), vocabulary and cultural information ELs will be required to learn in order to be successful in the lesson, as well as how you will elicit their use of these and assess their achievement. Be sure to consider that over each lesson and the entire unit there are consistent, extended opportunities for reading, writing, speaking, listening, and integration of these language dimensions. Since you will be teaching these two lessons several times to different classes, use the following reflection questions to evaluate the implementation of the lesson at the end of each class:

1. What is your overall impression of the lesson? What part of the lesson do you think went well? What part of the lesson do you wish had gone better?

2. Were the lesson objectives met by all students by the end of the lesson? How do you know? Did some students achieve the objectives more fully than others?
3. What kinds of errors were they making? How did you treat those errors? Was your treatment effective in improving their use of that particular language form?
4. What did you hope would take place during the information exchange activity? How did you decide on this particular activity? Was it interesting for them? Did they use authentic language?
5. Was this lesson that you selected easy or difficult for your students? What part of the lesson was new for them? What part did they already know? How did you attempt to provide them with $i+1$?
6. In general, what have been your greatest successes in teaching this group? What do you think you need to know how to do better?

You will be expected to write about your reflection on both of your lesson plan implementations. Due date: 11:59 PM June 21 and June 28 respectively

Any texts, books, websites, etc. should be attached to this unit so that your instructor can see the entire scope of your planning.

5. Implementation of Two Lessons

Arrangements have been made for students to present a minimum of two of the lessons that they have prepared as part of their instructional unit. Those lessons will be observed by one of the faculty advisors for the purposes of evaluation and constructive feedback.

6. Reflective Journal

Reflection is an important part of teaching: reflecting on lesson plans, student engagement, your conduct as a teacher, etc. Therefore, every student teacher is required to keep a weekly teaching journal (five entries total). The content of the journal may include stories of student teaching: field notes of initial class observations and teacher shadowing, new knowledge and learning, success and failures, fears and stress, excitement/frustration; observations of teaching and learning, reflections on teaching behaviors; problems and solution, and last but not least, questions you have not been able to answer. Journal entries will be checked 3 times over the course of the practicum and will serve as artifacts in the professional portfolio.

Your first entry will be due the first week of the Practicum and will serve as both your autobiographical profile, including your philosophy of teaching, as well as your expectations for the experience and what you hope to gain.

7. *Web-Based Professional Portfolio*

Your portfolio will be due at the end of the practicum. Your portfolio will be an important tool in your teaching and may even be useful for your job search. Teaching portfolios will have a minimum of 10 categories. Five of the categories will be the following: Teaching Philosophy, Reflective Journal, Reviews of Scholarly Articles, Instructional Unit for CBI-ELD, and Cross-Cultural and Language Experiences. Other artifacts you might include would be interesting and useful websites with your evaluation of why they are useful, your supervisor's written feedback, letters from administrators commenting on your professional qualities (responsibility, reliability, punctuality, attitude etc.), photographs of you with your students working on activities, assessment instruments you created and a current professional development plan.

Evaluation of the portfolio will be an ongoing process as individual artifacts become due. In addition, an overall grade will be assigned on the basis of the portfolio's design, adherence to the guidelines, and maintenance over the course of the practicum.

8. *Cross-cultural exercises*

A primary purpose of the MidU TESOL Practicum in Korea is to help students expand their cultural understanding and global awareness, in alignment with the MidU Core Advanced Education Goal Four, Learning Outcome Two:

Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Thus, the cross-cultural exercises, many of which come from *Culture Matters: The Peace Corps Cross-Cultural Workbook* (http://files.peacecorps.gov/multimedia/pdf/library/T0087_Culture_Matters.pdf). These exercises are designed for students to examine different perspectives in the global community related especially to English teaching and learning, where they will reflect on their own attitudes, beliefs, and behaviors in contrast to those of their Korean hosts. These assignments will serve as artifacts for the cross-cultural component of the professional portfolio.

Students will write about their cross-cultural learning (products, practices, and perspectives; stereotypes and prejudices) in and outside of the classroom (e.g., excursions in Seoul and Sokcho) in Korea. Refer to the culture exercises on slides 5 through 10 of the PP document *Sharpening Cultural Awareness*, found under Documents.

Appendix B. Pre-departure Interview Questions

1. Can you tell me about yourself? What are your interests and future goals?
2. What influenced you to choose this program?
3. Do you think teaching is your future profession?
4. What concerns or expectations do you have on your students in Korea?
5. What do you wish to gain from this experience?
6. What kind of prior knowledge do you have of Korean culture and language?
7. How do you think teaching in Korea will compare to the US?
8. For the students, how do you think they are different in America and Korea?
9. What do you think of the role of English in Korean now?

Appendix C. On-site Interview Questions

1. What do you think about the whole time here? How different is it from your expectations or anything in general in Korean.
2. What do you think about teaching English as a foreign language in Korea?
3. Can you share your thoughts about this high school so far? What is your whole idea about here?
4. What did you learn from the faculty and supervising teachers?
5. What about the Korean teachers here, in service, real teachers, any reflections on interacting with them?
6. What do you think about the whole life here in general? The city or the school?

Appendix D. Post-arrival Interview Questions

1. What did you find differences between your preconceived notions for this program prior to the experience and now? Can you share your comparative reflections on your experiences in Korea?
2. Can you describe what it means to be a teacher now that you observed and taught there? Have your thoughts about that considerably changed after the experience?
3. Did you find any useful teaching strategies the teachers use in the classroom in Korea? How are they different between the two teaching contexts in Korea and the U.S.?
4. How are the students similar or different there and the U.S.? What did you find as the most distinctive similarities or contradictions between them?
5. How do the roles of a teacher in Korea compare to what you have seen in the U.S.?
6. What is (are) the experience(s) you think that has helped you better plan for your teacher preparation?
7. What have you learned through collaborative work with your cohort student teachers?
8. How do you feel in a country where the majority of people share a unitary language and culture?
9. Do you think that this type of international practice is valuable or necessary for preservice or inservice teachers? Can you share your perspectives in detail?

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