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# The long-term effects of an international teaching practicum: The development of personal and professional competences of Korean pre-service teachers\*

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## Abstract

This study investigates the long-term effects of an international teaching practicum (ITP) on the development of teachers' personal and professional competence. Based on diaries of seven Korean participants in their ITP, the study also explores the teachers' current experiences. Data were collected using three methods: teaching diaries, interviews from the participants, and field-notes from the program instructor. The teaching diaries were written while the participants were in their ITP (2016-2017), and the interviews were conducted in 2018. Through ITP participation, the Korean pre-service teachers achieved various insights toward differences, and this led them to possess openness. These insights became their identities-in-practice as a kind person and innovative teacher, which brought reconceptualization and reconstruction of their teaching practice, long-termly.

*Keywords:* International Teaching Practicum (ITP), pre-service teachers, teacher education, personal competence development, professional competence development, teacher agency

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## Introduction

All experiences are new. Even in a daily routine, the experience of one day is not the same as the experience of the previous day. In a practice, people negotiate daily with new happenings, people, and events. Yet, while experience always contains ‘new features,’ for experienced workers such novelties do not threaten their positionality in their communities of practice; rather, they are able to face the newness of the daily routine independently and with confidence. In contrast, inexperienced people feel anxiety and stress when they face new experiences in their practice.

For inexperienced teachers, this experience of anxiety and stress will underlie their process of learning to be a teacher (Yun, 2016). Nonetheless, by participating in their practice, they are learning (Lave & Wenger, 1991; Wenger, 1998). For those pre-service teachers, a teaching practicum is a bridge experience to link them to the ‘real world’ in which they will be teaching in the near future.

Many studies have shown how pre-service teachers can learn via participation in an international teaching practicum (hereafter ITP). Research has shown that pre-service teachers in an ITP can develop in terms of their knowledge, personality, and global awareness (Adler, 1974; Cushner & Brennan, 2007; Stachowski & Sparks, 2007, as cited in Walters et al., 2009). Willard-Holt’s (2001) study demonstrates the effectiveness of the ITP in ensuring that pre-service teachers acquire practical skills to integrate into their own future classrooms. Tang and Choi (2004), Lee (2009), and Maynes et al. (2012) found that, through participation in an ITP, pre-service teachers can broaden their understanding and expand their awareness, not only within the classroom setting, but also globally. As a result, they develop new values and attitudes, which enhance their teaching competence and help them to achieve expertise in teaching. Moreover, according to Walters et al. (2009), the impact of the ITP experience becomes particularly significant over the long term. However, few studies have actually revisited teachers once they have moved from ITP to their own classrooms. While researchers have expressed the expectation that an ITP would have long-term effects, their studies have not included the actual voices of previous ITP participants. Therefore, these studies do not provide findings to show the ‘reality’ of what the pre-service teachers achieved in their ITP and how they applied them to create their own classes.

The purpose of this study is to study the long-term effect on teachers of experiencing an ITP, in terms of their personal and professional development as teachers and members of a super-diverse world and teachers in multicultural settings.

It seeks to answer the following research questions:

- (1) How did the ITP assist the development of pre-service teachers’ professionalism (teaching performance, development of teaching performance, and relationship with students)?
- (2) What kinds of insights did the pre-service teachers achieve via participation in the ITP?
- (3) How have they interpreted those insights and applied them in their classrooms?

## Pre-service teachers' learning

By participating in the ITP, pre-service teachers were exposed to “learning environments where people of equal status work together to enhance their acquisition of knowledge and skills” (Anderson et al., 1996, p. 9). Learning is “a fundamentally social phenomenon” (Wenger, 1998, p. 3) that occurs in a given context by participants in the given space at the given time. “The genesis of learning lies in social interaction between people rather than in individuals’ minds” (Kanno & Stuart, 2011, p. 239), and this perception is the core of situated learning (Lave & Wenger, 1991). Thus, learning is situated.

Learning takes place in the procedure and sustained engagement of a participant in the process of “becoming a full participant” (Lave & Wenger, 1991, p. 53). Therefore, learning involves “the construction of identities” (Lave & Wenger, 1991, p. 52). Newcomers’ participation in communities of practice gives them access to the “packages of situated knowledge” (B. Jordan, 1989, p. 935 as cited in Lave & Wenger, 2002, p. 120). Through participation, newcomers ‘know’ about the practice by understanding and doing the act of belonging within the communities of practice. In this process, the situated knowledge is enacted. This knowledge is constantly contested by the self-reflective stance of the newcomers.

For the pre-service teachers, taking a self-reflective stance is the process of “exploring the teaching self” (Bullough, 1997, p. 21). It is not only the process of establishing a self-concept that contains “character, values, social roles, interests, physical characteristics and personal history” (Korthagen, 2004, p. 83), but also the process of the creation of teacher identity. The formation of teacher identity is of “vital concern to teacher education; (as) it is the basis for meaning making and decision making” (Bullough, 1997, p. 21), when the pre-service teachers actually enter the teaching context. In terms of their learning, pre-service teachers are acquiring “a store of appropriate stories” and knowing “what are appropriate occasions for telling them, [are] part of what it means to become” (B. Jordan, 1989, p. 935 as cited in Lave & Wenger, 2002, p. 120). So, the actual experiences and the interpretation and reconstruction of their own experience into stories is very important as the reconstructed stories then will be stored as a paradigmatic framework of experience (Yun, 2016). This paradigmatic framework becomes the lens through which to look at the future experiences of people, then lead them to be able to reconceptualize and reconstruct things surrounding them; that is, the self-image, the place, the situation and so on. These all also influence to their achievement of teacher agency. Teachers are achieving their agency in a certain time and space. Various experiences influence to the teachers’ agency achievement, and at this moment, self-reflection is one of the components for the achievement (Priestly et al., 2015).

Lave (1996) raises two aspects of situated learning: learning-in-practice, and identities-in-practice (p. 57). “As opportunities for understanding how well or poorly one’s efforts are evident in practice, legitimate participation of a peripheral kind provides an immediate ground for self-evaluation” (Lave & Wenger, 2002, p. 121). Novices wish to belong to the community of practice, and learn via active engagement in the tasks they are required to complete in that community of practice. This is what Lave (1996) calls “learning-in-practice” (p. 55). Through repeated daily activities, people can grasp meanings, relationships and languages in use in the community. With regard to identities-in-practice, identity is a process of construction. There exists “a mutually constitutive relationship between identity

and practice. Identities develop only *in situ*, as one takes part in the practices of a community and learns the ways of being and doing in the community” (Kanno & Stuart, 2011, p. 240, their italics). Through the active participation in the activities of the communities of practice, newcomers learn, which influences their creation of identity.

## Research design

### Participants and background to the research

This study investigates the personal and professional competence development of seven Korean pre-service teachers who participated in an ITP in 2016 and 2017. In 2019, of the seven participants, six were in-service teachers and one was a soon-to-be-qualified teacher. All seven participants (Jade, Paige, Talia, Amy, Kelly, Helen, & Karen) applied for participation to the ITP program. All participants are female, and all took part in the ITP while in their third year of studying at ‘G’ university in 2016 and 2017. Before they took part in the ITP, they completed an ‘observation practicum’ in their first year, and a ‘lesson teaching practicum’ in their second year.

Jade never went abroad before she joined the ITP. The reason she joined in the ITP was because of her curiosity about doing the ITP in New Zealand. She struggled a bit due to the language differences, but she overcame her difficulties by facing the challenges directly. Paige had stayed in New Zealand when she was an elementary school student. She felt the atmosphere of Korean schools to be rather problematic due to the lack of communication between teachers and students. She joined the ITP as she wanted to find ways to improve Korean schools’ atmospheres that she problematized. Talia joined the ITP to observe a different teaching context in a different culture. Another motivation to join the ITP was improving her English. Amy seemed a bit frustrated due to her limited English language capacity, but by actively participating, she seemed to overcome her frustrations. Kelly did not specify her motivation of participating in ITP, but she especially paid high attention to understanding student behaviors. The ITP was Helen’s first experience of going abroad. She wanted to be confident in her English language use, and wanted to know about differences in American culture. She liked to prepare things in advance, and ITP participation worried her a lot. At the end of the ITP, she reported that she has become more confident in her English usage. Karen lived in China when she was young. At that time, she met a teacher who was caring for students with a positive attitude. Karen was inspired by her, and this was the reason she came to study education at university, intending to be a teacher. She wanted to learn about effective teaching tools and ways of teaching that could be applied to Korean classrooms.

‘G’ university, located in the central part of South Korea, has been running an ITP program for more than ten years. The university’s ITP comprises two main parts: domestic pre-orientation (DPO hereafter) and an abroad on-site teaching practicum (Kim & Yun, 2019; Kim et al., 2019). DPO is the stage of preparation for the ITP. In the stage, pre-service teachers undergo training sessions related to English language, appreciation on diversity, culture of the ITP country, teaching preparation, and etc. It is the stage that Korean pre-service teachers can grasp images of ITP country, and ready to be immersed into the place where newness and difference is pervasive. The DPO participation enhanced not only

the Korean pre-service teachers' satisfaction on ITP, but also the effectiveness of the ITP (Kim et al., 2020). After completing the DPO stage, which takes place at the university, students travel abroad to participate in the abroad on-site teaching practicum of the ITP. The Korean pre-service teachers spent five weeks in an English-speaking country: some students were placed in the United States of America, and some in New Zealand. 'G' university holds a Memorandum of Understanding (MOU) agreements for the ITP with several overseas universities (Kim & Yun, 2019); during the period of this study, these were mainly in America and New Zealand.

In this study, 'long-term' refers to a period of eighteen months. Before this study, we had studied short-term effects of ITP by making comparisons of students right before the DPO & immediately after the ITP completion (a period of about 10 weeks). This study therefore extends the time period compared to previous studies considerably, comparing participants during the ITP as pre-service teachers and after they had been assigned to their Korean schools as teachers.

## Data collection and analysis

Three methods were used to collect the data: teaching diaries from the ITP participants, interviews, and sets of field-notes prepared by the program instructor. The data collected from the seven participants are shown in Table 1.

The first data set comprised teaching diaries kept by the participants. "A diary study is defined as a first-person case study that is reported in a journal" (Bailey & Ochsner, 1983 as cited in Numrich, 1996, p. 131). The seven participants of this study were asked to produce one diary entry written in English and one in Korean weekly. Through the written stories-in-reality of the participants, the pre-service teachers could have a chance to reflect on their own experience and learning in the ITP.

The second set of data was collected through interviews. Interviewing is considered a "talk-in-interaction approach" (Baynham, 2010, p. 1). In order to remind the participants of their experience in the ITP, a list of questions was circulated before we conducted face-to-face interviews. Some of the seven teachers were in the same region at the same time. As we imagined that their shared memories and feelings would emerge in an interactive interview setting, we conducted interviews in a group setting with others who were in the same region, with the exception of Talia. Therefore, three group interviews and a one-to-one interview were conducted. The list of questions is shown in Figure 1.

Table 1. Data collected from the seven participants

#	Name	Lang.	Teaching diaries										Interviewing
			1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
1	Jade	Kor.	Jan. 28 <sup>th</sup> 2016	Feb. 3 <sup>rd</sup> 2016		Feb. 10 <sup>th</sup> 2016		Feb. 17 <sup>th</sup> 2016		Feb. 25 <sup>th</sup> 2016			<b>Nov. 1<sup>st</sup> 2018</b> (Group interview: Group A)
		Eng.			Feb. 5 <sup>th</sup> 2016		Feb. 12 <sup>th</sup> 2016		Feb. 19 <sup>th</sup> 2016				
2	Paige	Kor.	Jan. 27 <sup>th</sup> 2016	Feb. 3 <sup>rd</sup> 2016		Feb. 10 <sup>th</sup> 2016		Feb. 17 <sup>th</sup> 2016		Feb. 24 <sup>th</sup> 2016			<b>Nov. 1<sup>st</sup> 2018</b> (Group interview: Group A)
		Eng.			Feb. 5 <sup>th</sup> 2016		Feb. 12 <sup>th</sup> 2016		Feb. 18 <sup>th</sup> 2016				
3	Talia	Kor.	Jan. 28 <sup>th</sup> 2016	Feb. 3 <sup>rd</sup> 2016		Feb. 10 <sup>th</sup> 2016		Feb. 17 <sup>th</sup> 2016		Feb. 27 <sup>th</sup> 2016		Aug. 5 <sup>th</sup> 2016	<b>Oct. 28<sup>th</sup> 2018</b> (One-to-one interview)
		Eng.			Feb. 5 <sup>th</sup> 2016		Feb. 12 <sup>th</sup> 2016		Feb. 19 <sup>th</sup> 2016		Aug. 3 <sup>rd</sup> 2016		
		Kor.	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>							
		Eng.	Aug. 10 <sup>th</sup> 2016	Aug. 12 <sup>th</sup> 2016	Aug. 15 <sup>th</sup> 2016		Aug. 16 <sup>th</sup> 2016						
4	Amy	Kor.	Jun. 30 <sup>th</sup> 2016		Jul. 5 <sup>th</sup> 2016		Jul. 14 <sup>th</sup> 2016		Jul. 22 <sup>nd</sup> 2016		Jul. 29 <sup>th</sup> 2016	<b>Oct. 31<sup>st</sup> 2018</b> (Group interview: Group B)	
		Eng.		Jul. 1 <sup>st</sup> 2016		Jul. 8 <sup>th</sup> 2016	Jul. 12 <sup>th</sup> 2016		Jul. 18 <sup>th</sup> 2016		Jul. 28 <sup>th</sup> 2016		
5	Kelly	Kor.	Jan. 28 <sup>th</sup> 2016	Feb. 3 <sup>rd</sup> 2016		Feb. 10 <sup>th</sup> 2016		Feb. 17 <sup>th</sup> 2016		Feb. 27 <sup>th</sup> 2016			<b>Oct. 31<sup>st</sup> 2018</b> (Group interview: Group B)
		Eng.			Feb. 5 <sup>th</sup> 2016		Feb. 12 <sup>th</sup> 2016		Feb. 19 <sup>th</sup> 2016				
6	Helen	Kor.		Jan. 20 <sup>th</sup> 2017		Jan. 26 <sup>th</sup> 2017		Feb. 2 <sup>nd</sup> 2017		Feb. 10 <sup>th</sup> 2017		Feb. 14 <sup>th</sup> 2017	<b>Oct. 26<sup>th</sup> 2018</b> (Group interview: Group C)
		Eng.	Jan. 19 <sup>th</sup> 2017		Jan. 25 <sup>th</sup> 2017		Feb. 1 <sup>st</sup> 2017		Feb. 8 <sup>th</sup> 2017		Feb. 13 <sup>th</sup> 2017		
7	Karen	Kor.		Jan. 20 <sup>th</sup> 2017		Jan. 28 <sup>th</sup> 2017	Jan. 31 <sup>st</sup> 2017			Feb. 10 <sup>th</sup> 2017	Feb. 14 <sup>th</sup> 2017		<b>Oct. 26<sup>th</sup> 2018</b> (Group interview: Group C)
		Eng.	Jan. 17 <sup>th</sup> 2017		Jan. 23 <sup>rd</sup> 2017		Feb. 1 <sup>st</sup> 2017	Feb. 9 <sup>th</sup> 2017				Feb. 14 <sup>th</sup> 2017	

※ Read the questions below carefully, then express your feelings and thoughts in the interview.

<p>Q1. In which ways has the ITP influenced your current teaching competence?</p> <ol style="list-style-type: none"> <li>1) Has it changed the content of your teaching?</li> <li>2) Has it affected your ways of teaching?</li> <li>3) Has it influenced the building of relationships and creation of rapport between you and your students?</li> <li>4) Has it affected your attitudes and personality?</li> <li>5) Has it influenced your teaching competence?</li> </ol>
<p>Q2. Was there any particular event/experience that significantly influenced your teaching competence development? What made that event/experience influential for you as a teacher?</p>
<p>Q3. In which ways has the ITP influenced your personality, attitudes and ways of thinking? Are there any differences now compared to before your participation in the ITP?</p>
<p>Q4. What kinds of changes have you noticed in your personal life due to your participation in the ITP?</p>
<p>Q5. Since completing the ITP, have you been in contact with people (mentor teacher, host family and others) you met through the ITP (please explain in detail)?</p>
<p>Q6. Has the ITP influenced your perspectives on multiculturalism? If so, how have your views on multiculturalism been changed?</p>
<p>Q7. How are you applying the insights and diversity you experienced and achieved in the ITP in your current life and classroom?</p>

Figure 1. Interview questions for ITP participants in 2016 and 2017

The third and final data set comprised the field-notes made by a program instructor. These provided a broad picture of the whole ITP program and information about the ITP schools. To ensure a rigorous data analysis procedure, the data were triangulated, with the three kinds of data collection methods complementing each other. However, it is inevitable that our focus was more on the voices from the pre-service teachers, rather than the instructor's field-notes. We have understood the ITP scene based on the background information offered by field notes from the program instructor. To sum up, the Korean pre-service teachers' learning via ITP participation and the insights they gained from the ITP was shown in their teaching diaries written in 2016-2017, while the field-notes from the program instructor showed the broad picture of the ITP scene. The interviews added to the dataset in 2018 by providing stories about learning, insight achievement from the ITP, and its application into their Korean classrooms.

In the data analysis stage, due to the size of the data set, we used Nvivo 11. Nvivo 11 is an effective qualitative data analysis tool when researchers are dealing with large quantities of qualitative data. It is also helpful for coding themes and mapping them into one screen. The diaries and transcriptions were coded iteratively, a total of four times, and the themes raised were thematically analyzed. While each piece of written or verbal language from the participants represented fragments of their experience, we were able to link these together, through the triangulation of the collected data sets, to create a constellation of the participants' experience in the context.

## Korean pre-service teachers' formation of identities-in-practice

According to Lave and Wenger (1991), “newcomers’ legitimate peripherality provides them with more than an ‘observational’ lookout post. It crucially involves participation as a way of learning, both absorbing and being absorbed in, of the ‘culture of practice’” (p. 95). In their ITP, the pre-service teachers were mainly observing experienced teachers, the classroom, and the students. Although they were not involved in much actual teaching practice, they were still learning. According to Wilson (1993), “the impact of international experience” is a link toward gaining “a global perspective” and achieving “personal growth and new interpersonal relationships” (p. 21). The ITP participation was a chance for socialization and internationalization for the pre-service teachers (Barton et al., 2015). Via the actual participation experience in the ITP, the pre-service teachers could undergo not only the formation of substantive knowledge of different cultures and people, but also the achievement of perceptual understanding regarding diversity (Wilson, 1993).

The significant features of the stories the seven pre-service teachers recounted about their ITP experience were *differences* in nationality, language, and culture. The themes were diverse, including, ‘being perfect,’ ‘facing differences,’ and more. The home-stay experience was very new to them, and was one of the things the pre-service teachers mentioned a lot in relation to ‘culture shock.’ However, at the same time, it was an opportunity to become fully immersed in western culture by becoming a guest member of a family. Also, in the ITP experience, some Korean pre-service teachers struggled with English, which led them to be ‘flexible’ in their understanding of the term ‘linguistic capacity.’ While the English language was the pre-service teachers’ particular area of difficulty, their ITP experience facilitated the wider expansion of their understanding of the concept of ‘being perfect’ in using a foreign language; that is, they became much more relaxed toward, and able to accept, linguistic diversity and variety. This acceptance brought about personality changes, as they broadened their concept of perfection.

Difference was pervasive in the new situation. Therefore, the Korean pre-service teachers were able to achieve insights on diversity. By facing newness and differences, the pre-service teachers found that their perceptions of diversity were broadened. As noted by Farrell (2016), practicum experience is very important to pre-service teachers, as it allows them to undergo a socialization process (Farrell, 2001; Schlechty, 1990). Pre-service teachers’ actual participation in society and the school community during the ITP became gateway experiences, opening up opportunities to achieve global perspectives. Later, the ITP experience spurred the pre-service teachers to achieve insights regarding the teacher’s position as policy maker in the classroom (Creese, 2006).

### During the ITP: Worries and nervousness about being a newcomer

Worries are common in situations where self-esteem and self-security are not firmly established or secured (Davey & Levy, 1998 as cited in K. Jordan & Kelly, 2004). When people have worries about themselves, in consequence of the worries, they will have more opportunities to negotiate with their self-confidence and self-management (Powers et al., 1992 as cited in K. Jordan & Kelly, 2004). In their research, K. Jordan and Kelly (2004) explain the meaning and function of pre-service teachers’ ‘worries.’ They have worries as

they are placed into a new setting where they need to perform competently. While motivated, they do have worries, as they feel their knowledge to complete the tasks well is insufficient (K. Jordan & Kelly, 2004, 2011). Their effort to resolve the problems will invite them to learning schemes by finding suitable and reasonable solutions to the issues (Kelly & Miller, 1999 as cited in K. Jordan & Kelly, 2004). In the ITP, worries constitute a driving force for pre-service teachers' learning and their progress toward teacher professionalism. In the teaching practice, the pre-service teachers had to face up to their worries.

Fear. Worry. Tension. These words are the feelings I felt before I went to New Zealand ... I was afraid of being in foreign countries, and I was worried about being ignored by foreign children in schools. As I thought I could not speak English well, I wondered whether I could even be able to teach them. I was worried if my homestay family would be nice to me. I was worried about these things, so I had been worried and nervous until the plane took off to New Zealand.

(Jade, teaching diary intro, n.d.)

It was a first day to go to school, so I was really nervous. ... I didn't talk a lot with my students, because I was nervous and afraid they might not understand what I said. I would have said a lot with them!

(Karen, teaching diary written in Eng., January 17, 2017)

Worries about their novice situation in teaching and language differences made the pre-service teachers nervous. Nevertheless, their 'worries,' based on differences of language and their lack of competence in the teacher role, marked the starting point of the participants' teacher identities, from where they could build up the layers of teaching experience.

For one of the pre-service teacher's case, Jade, the nervousness about meeting new teachers and new students in a new school turned into excitement. While the experience was still new, her stance was strengthened to the extent that not only could she cope with the experience, but her worries changed into enjoyment to join in the actual teaching-related activities. Later, Jade wrote that she felt she had "become a real teacher." This transformation recalls statements made by pre-service teachers in Yun's (2016) study, in which one participant, Abigail, showed a similar trajectory of learning. At first, due to differences and worries, Abigail was very nervous in her Korean school. Later, she mentioned that, by producing teaching materials that would be used in her classroom, she felt like a real teacher. That is, the actual participation in teaching and actual task completion for lessons formatted the pre-service teachers' teacher identity. Although the pre-service teachers faced significant worries and nervousness, by facing these fears, they were able to achieve the strength to face and overcome the difficulties. Thus, the participants' identity-in-practice was as teachers who can cope with the difficulties in teaching practice. This process of overcoming their anxieties revealed their professionalism as teachers (K. Jordan & Kelly, 2004, p. 101). Since they overcame these worries, their competence in teaching could come to the fore, giving them the ability to face their actual experience in schools with confidence as teachers.

## Long-term effects of ITP: Achievement of insights and values

### *The teacher-pupil relationship*

What the Korean pre-service teachers saw in terms of building rapport in their ITP was somewhat different from what happens in Korean schools. Teachers in the ITP were saying “hello” to the students in a comparatively friendly way, even before the students greeted them (Talia’s teaching diary, February 3, 2016; Kelly & Amy’s interview, October 3, 2018). This made a big impression on the Korean pre-service teachers, as in their thought, it was not the norm in Korean society and Korean elementary schools. The Korean pre-service teachers considered this ITP school teachers’ behavior as “what creates a classroom atmosphere” (Kelly & Amy’s interview, October 31, 2018), as having “great influence and power to create a good atmosphere in the school” (Kelly & Amy’s interview, October 31, 2018) and as “boost[ing] student-teacher interaction” (Kelly & Amy’s interview, October 31, 2018). In terms of building rapport, almost every pre-service teacher noted the importance of small talk, such as saying “hello” and “thank you” to the students, with facial expressions and gestures to express the teachers’ ‘sincerity.’ Through the recognizable cues of sincerity, pupils could feel the teachers’ sincerity and build up more close relationship.

Since March (as a first semester begins in Korea), both teachers and students need to build rapport, right? To me... the thing that I considered most important was complementing students and smiling at them. ... When the teachers compliment their students, rather than simply saying they did a great job, they really (breath in) almost turn their eyes upside down from complementing them. So I compliment my students even in their small achievements by saying things like “Wow!”, then “applause, all. You stand up for other classmates. Wow, the thing you have done is not a forgettable thing.”

(Amy, interview, October 31, 2018)

During recess, ITP school teachers would play with their students. The Korean pre-service teachers implemented what they saw and recognized as worthy enough for building rapport. They also tried to play with the pupils as the ITP school teachers do. This helped the Korean pre-service teacher recognize that non-verbal interaction was helpful to build rapport between teachers and students.

After this activity, we had recess time in the playground. I played with students making castles, holding their hands to prevent they fell down [sic] and pushing the swings. I felt more close to them.

(Amy, teaching diary written in Eng., June 18, 2016)

The vignettes above can be understood as one of the form of kinetic communication of a teacher and a pupil. “[S]miling, head nods, bodily relaxation and gestural behaviour” (Cohen et al., 1996, p. 352) are types of kinetic communication between teachers and pupils.

“At the heart of effective teacher-pupil relations lies *respect for persons*” (Cohen et al., 1996, p. 350, *their italics*). The Korean pre-service teachers saw then remembered the behaviors of the ITP school teachers were doing. They thus were able not only to learn the way of communication with pupils for the building rapport, but also to recognize the underlying values at the same time.

The values and insights gained through the ITP were constantly reflected in the teachers’ subsequent practice. The participants recalled their experience in the ITP, then interpreted and applied it in their actual teaching practice as appropriate in the context. Thus, in this case, ‘small talk,’ ‘greetings,’ ‘interaction in recess time,’ ‘saying ‘thank you’ to the students,’ and ‘paying them compliments,’ were what Korea pre-service teachers learned from the teachers at the ITP. Due to its Confucius heritage in Korean classrooms, building relationship between the teacher and students is “characterized by restrictions on students’ freedom of action as well as a lack of free exchange between teachers and students” (Ho et al., 2001 as cited in Ghazarian & Youhne, 2015, p. 477). Small talk and kinetic communication application in their Korean classrooms were somewhat counter to the norms of Korean classroom culture, as “educators tend to be more authoritative” (Hofstede, 2001, as cited in Ghazarian & Youhne, 2015, p. 477). However, the newly achieved values influence teachers’ future lives (Maynes et al., 2012), and the Korean pre-service teachers’ newly inspired and achieved values from ITP influenced to their future teacher lives.

Kelly: Even with the students I meet at school, I am just saying  
“Hello ~ Did you have breakfast?” first.

Interviewer: Ah, you mean in Korea?

Kelly: Yes. Well, as I just got a steel plate on my face for the two months of ITP, I can do it without embarrassment and it is very helpful that I can greet them in the way.

(Kelly, interview, October 31, 2018)

I am also doing it in the same way (as teachers in the ITP), like, when I ask for help from the students, I then say “thank you” properly. If I say “Will you sort them out for me?” then they don’t like to do the things for me. But, if I say (Breath in) “Thank~ you~.” Then they do it right away. If I say “It would be really annoying thing, but would you bring this to the teachers’ room for me? Thank~ you~.” (laughter) Then they do all the things that I ask. And they started to say thank you back to me. So, I feel like, when I interact with students...my language? my attitude? towards them seems changed... (and might have an impact on them).

(Amy, interview, October 31, 2018)

The Korean pre-service teachers were inspired by the manner of how ITP school teachers built relationships by showing sincere compliments via interaction with pupils. After they returned to Korea, and after they were assigned to their Korean schools, they

applied it in their Korean classrooms. Then, it became the part of their identities-in-practice: as friendly people and teachers who could build a familiar relationship with their students.

### *Reconceptualization and reconstruction of the classroom*

Rules are needed for classroom management, and here, the rules refer to “expected behavior” (Cohen et al., 1996, p. 308). Although each teacher has a different perception and definition of the rules of their classroom, “most rules are based on *moral, personal, legal, safety* and *educational* considerations” (Cohen et al., 1996, p. 308, *their italics*). What the Korean pre-service teachers had seen in Korean schools was a teacher-centered setting where teachers give instructions and students listen and follow. This represents the Korean society’s cultural values that elders make the orders and the younger members of society follow (Campbell et al., 2010). These cultural expectations were pervasive in Korean society and Korean schools, then have been permeated into “Korean teachers’ enactment of reformed instructional practices, including inquiry instructional strategies” (Campbell et al., 2010, p. 154). Even some cases, non-Korean teachers were sometimes also forced to follow the school’s culture (Yun, 2016). The Korean pre-service teachers were familiar with the Korean classroom culture as they were in ‘the’ culture when they were students. Also, what they observed in their previous domestic teaching practica; ‘observation practicum’ in their second year, and ‘lesson teaching practicum’ in their third year, was not many different from the atmosphere of Korean elementary schools that as the pre-service teachers’ memory. Through the DPO experience, the Korean pre-service teacher could learn about new country, culture, and school atmosphere, then could experience and achieve broaden understanding toward the newness and differences via the ITP participation (Kim et al., 2020). Therefore, changing the classroom setting and the way of conducting lessons would be perceived as uncomfortable by Korean school constituents (Ghazarian & Youhne, 2015).

In their interview, Paige and Jade talked about the changes in their interpretation of the ‘classroom space’ as relaxed and cosy, somewhat different from the standard perception of Korean classrooms.

Jade: Teachers in Korea mainly focus on textbooks in the classroom, and frankly, I haven’t seen them doing a variety of activities. So I think the range that I could have done might be small and narrow. After the ITP, I could start to think about the things that I could do with the students. Although they are the first year of elementary school, and although the textbook looks difficult, I do more attempts like, ‘What should I do to lead these kids to do activities using multimedia?’, ‘Let’s think about things related to real life.’

Paige: I showed them pictures of my New Zealand class to break all the stereotypes that they had at once. ... “Look at the students in the picture. They’re very good at concentrating, right?” (Laughter) Then, my students seemed to feel that they could do it as well. The starting point was that I brought them to the library then asked them go anywhere they wanted to go and read books in a posture

they feel comfortable. ... Some of them were lying down. Since then, I put mats on the classroom. Now, it has been two semesters that I have used mats in my classroom, and the teachers in the next classes made theirs the same as mine. When I just started to do it, they were saying "You always do only special things" (all laugh).

(Paige & Jade, interview, November 1, 2018)

As shown above, what the Korean teachers had learned in the ITP was 'insight' about the space 'classroom.' It was somewhat different from a normal Korean classroom culture, but what they saw was the fact that 'it worked well.' The Korean teachers were reconceptualizing the classroom setting and how lessons could be conducted in the classroom. In their Korean classrooms, they also tried to apply things they learned from the ITP. At the beginning, Paige's effort of reconstructing her classroom were perceived as 'weird and not normal' by her colleagues. However, sooner or later, the other teachers also started to mimic and follow what Paige does for her students. Through the ITP, she developed into an open-minded and passionate teacher who is innovative in changing the classroom setting and thoughtful in creating a new atmosphere for her students.

The insights the Korean pre-service teachers had achieved during their ITP led the them to a *greater openness toward the classroom setting* in Korean schools.

### Long-term effects of ITP: Personal and professional development

The pre-service teachers had an experience of Korean classroom as students. Also, via domestic teaching practica they participated in their second and third year of studying at 'G' university, they also had an experience of Korean classroom as pre-service teachers. The pre-service teachers had taken part in a DPO before they went to the abroad on-site teaching practicum sites. The previous experience of Korean classrooms and DPO was an experience that became a paradigmatic framework that they could compare and contrast with their experience of the ITP. All of these achievements were gained through the interaction of people in the communities of practice. As argued by Lave and Wenger (1991), learning was about interaction among people in a given space and time.

The ITP experience was a huge step forward for those Korean pre-service teachers, as it was a procedure of layering their teacher identity. The teacher identity is concerned with "an experience and a display of competence" (Wenger, 1998, p. 152). Korean teachers were able to become more confident. According to Slegers and Kelchtermans (1999, p. 369), "the professional identity of teachers [is] the result of temporary meanings related to themselves and their profession, which teachers construct by interacting with their environment" (as cited in Korthagen, 2004, p. 84). "What beginning teachers believe about teaching and learning and self-as-a teacher" (Bullough, 1997, p. 21) was the process of the identity formation procedure as professional teachers. In their actual teaching practice, the identities-in-practice were enacted as teachers who could build rapport with their students in innovative ways. Moreover, through the ITP experience, the Korean teachers become confident in conducting lessons, creating classroom settings in an innovative way by reconceptualizing and reconstructing the notion of the classroom. As policymakers, they show subjectivity as teachers (Creese, 2006) who can decide how to design and conduct their classes.

Through the ITP experience, the Korean pre-service teachers could begin to accumulate and construct their identities-in-practice. As a person, they became more flexible and able to confront their nervousness. In addition, the insights the Korean pre-service teachers achieved through the ITP were then interpreted and applied in their own classrooms. Through their participation in the ITP, pre-service teachers were able to think about teaching, learning and their role as teachers in multicultural teaching contexts, where language, culture, and social norm differences are significant.

## Conclusion

The main focus of this study was the long-term effect of participation in an international teaching practicum (ITP) in terms of the Korean pre-service teachers' personal and professional competence development. The whole procedure of ITP participation was one of the procedures of their reconstruction of experiences and re-search for meanings (Park & Sol, 2012) of the experience. Through the ITP, the pre-service teachers were able to observe what was being done in classrooms in America and New Zealand. Through their observation, the pre-service teachers could compare and contrast 'what they saw at the scene (ITP)' with 'what they had learned in Korea (before ITP).' This led them to be self-reflective, forming their situated knowledge via particular activities carried out by members of the community (Lave & Wenger, 1991). Identities-in-practice were formulated through the participation and negotiation of the meaning of experience (Wenger, 1998). Therefore, the ITP experience was "a turning point of the old paradigm" (Bonilla & Rivera, 2008, p. 82) that the Korean pre-service teachers had previously held. Also, it was the starting point of the Korean pre-service teachers' development, both personally and professionally.

Due to their exposure to a new teaching context, school, and school system, the ITP was the path to link the Korean pre-service teachers to an idiosyncratic culture, language, and policy. The achieved insights from the ITP could later be used in their own classrooms, and the ITP was an experience that created layers of experience in teaching (Korthagen, 2004). Finding themselves as newcomers to the ITP context, by building layers of learning and layers of experience, the pre-service teachers were constructing their teacher identity. The ITP experience allowed the pre-service teachers to become more open toward difference. Indeed, the experience of diversity and differences eventually influenced their personalities as it "provides a set of models for negotiating trajectories" (Wenger, 1998, p. 156).

The whole procedure of the ITP was a vital process to enable the Korean pre-service teachers' personal development (open-minded toward differences, able to stand up for the value she holds as a teacher), and professional development (reconceptualization of the meaning to interact with pupils and reconstruct the classroom setting). Later, these were revealed as identities-in-practice of the Korean pre-service teachers by showing their application of achieved knowledge to their Korean classrooms. To the Korean pre-service teachers, the ITP was 'an experience like opening up a water gate [물꼬를 트는 경험(in Korean)]' (Amy, interview, October 31, 2018) that offered 'chances to look at other countries' classes... [so that] it was helpful in terms of increasing personal teaching competence (Kelly & Amy, interview, October 31, 2018). Interestingly, in most of the stories told by the Korean

pre-service teachers, changes in attitude, ways of thinking, and perceptions on multiculturalism were intertwined, and one factor would become the cause of another. Over the long-term, the experience and learning gained in the ITP has significantly influenced not only the teachers' personal and professional development and intercultural teaching competence, but also their teacher subjectivity.

In this study, we explored the long-term effect of ITP participation. Future work could build upon this study by conducting longitudinal interviews with the seven teachers to study their personal and professional development, but also achievement of teacher agency.

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