

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

Chapter 5 presents the final conclusions and suggestions derived from the research findings and discussion presented in the previous chapters. This chapter synthesizes the key results and their implications, addressing each research objective systematically. Based on these conclusions, practical recommendations are offered for various stakeholders, including practitioners, policymakers, and future researchers. The suggestions provided aim to enhance current practices and guide future investigations in this field. This chapter is divided into two main sections: conclusions drawn from the research findings and suggestions for improvement and future research.

#### **5.1.Conclusion**

This research has illuminated the profound and multifaceted ways in which EFL student-teachers navigate the complex terrain of professional identity formation during international teaching practicum experiences. Through the detailed examination of Kiana's and Windy's journeys, three critical dimensions of professional development have emerged, each contributing to our understanding of how language teacher competence becomes intricately woven into the fabric of emerging professional identities. The first dimension reveals how EFL student-teachers interpret and experience the integration of language teacher competence into their professional identity as a dynamic, multidimensional process that transcends traditional conceptualizations of teacher preparation. The second dimension demonstrates that professional development extends far beyond the acquisition of technical teaching competencies to encompass cultural adaptability, emotional resilience, and intercultural communication skills. The third dimension identifies pivotal experiences that catalyze professional identity transformation, particularly the confrontation with self-doubt during observational stages and the challenge of independent lesson planning.

The first dimension is the interpretive landscape of professional identity. The investigation into how EFL student-teachers interpret and experience the integration of language teacher competence into their professional identity reveals a dynamic, multidimensional process that transcends traditional conceptualizations of teacher preparation. The analysis demonstrates that professional identity formation is not a linear progression from novice to expert, but rather a complex negotiation between personal experiences, cultural contexts, and professional expectations.

Kiana's transformative journey exemplifies what can be termed "integrative professional synthesis," where language-related identity, self-knowledge, disciplinary expertise, student-centered orientation, contextual adaptability, and community membership converge to create a coherent professional self. Her experience demonstrates that successful integration occurs when student-teachers position themselves as active learners and "intermediaries" in the educational process, embracing vulnerability as a catalyst for growth. Through her strategic approach to classroom management, innovative use of technology, and commitment to inclusive pedagogy, Kiana illustrates how theoretical knowledge can be transformed into practical competence through reflective practice and adaptive learning. This synthesis reveals the multidimensional nature of teacher development, where personal identity intersects with professional expertise to create authentic educational leadership. Her journey underscores that effective teaching emerges not from rigid adherence to prescribed methods, but from the dynamic integration of self-awareness, pedagogical knowledge, and responsive practice within diverse learning communities.

Conversely, Windy's experience reveals the challenges inherent in professional identity integration when foundational motivations are primarily instrumental rather than intrinsic. Her journey highlights the psychological complexity of cross-cultural educational experiences and the profound impact of linguistic self-perception on professional confidence. The dissonance between her academic capabilities and language-mediated self-doubt created persistent internal conflicts that undermined her professional self-efficacy. Despite facing significant challenges with disciplinary

knowledge gaps and contextual adaptation difficulties, Windy's narrative demonstrates remarkable resilience and the capacity for strategic adaptation through sophisticated coping mechanisms. Her ability to navigate cultural discontinuities while maintaining academic progress reflects both cognitive flexibility and emotional fortitude. These adaptive strategies, though born from necessity, ultimately contributed to a more nuanced understanding of professional identity formation in multicultural contexts, revealing how instrumental motivations can evolve into more integrated professional frameworks.

The contrasting experiences of these two student-teachers underscore that professional identity integration is deeply personal and contextually situated. It requires not only technical competence but also emotional intelligence, cultural sensitivity, and the ability to transform challenges into opportunities for growth. The research reveals that successful integration occurs when student-teachers develop what Norton (2013) describes as "investment" in their professional development—a commitment that extends beyond instrumental motivations to encompass a genuine engagement with the complexities of language teaching. This investment manifests through active reflection on teaching practices, openness to feedback, and willingness to adapt pedagogical approaches based on student needs and classroom dynamics. Furthermore, the development of professional identity involves navigating the tension between theoretical knowledge acquired in academic settings and the practical realities of diverse classroom environments. Student-teachers who successfully integrate their professional identities demonstrate resilience in facing setbacks, curiosity about their students' backgrounds and learning processes, and a commitment to continuous professional learning that extends throughout their careers.

The second dimension is acquisition of new insights and skills. The investigation into new insights and skills acquired during international teaching practicum reveals that professional development extends far beyond the acquisition of technical teaching competencies. Both Kiana and Windy experienced profound transformations that

encompassed pedagogical innovation, psychological resilience, and cross-cultural communication competence.

Kiana's development exemplifies comprehensive professional growth across multiple domains, marking her transformation from novice educator to accomplished practitioner. Her evolution from viewing language teaching as mere information transmission to understanding it as collaborative exploration represents a fundamental paradigmatic shift that redefined her entire pedagogical approach. She developed sophisticated classroom management strategies specifically tailored for large, diverse student populations, demonstrating cultural sensitivity and adaptive leadership. Her innovative assessment approaches seamlessly integrated both formative and summative evaluation methodologies, incorporating targeted remediation strategies that addressed individual learning gaps while maintaining instructional momentum. Kiana exhibited remarkable resourcefulness in independent material development, crafting contextually relevant resources that bridged theoretical frameworks with practical application. Perhaps most significantly, she cultivated what can be termed "pedagogical creativity," evidenced by her innovative integration of literature as a core learning tool and her strategic use of technology to enhance student engagement and foster authentic communication experiences.

Windy's journey, while marked by different challenges, nonetheless yielded significant professional insights that shaped her development as an educator. She developed strategic adaptation mechanisms for managing communicative uncertainty, learning to navigate linguistic barriers through creative problem-solving approaches. Most notably, she learned to transform her linguistic vulnerabilities into authentic teaching strengths, using her own language-learning experiences to connect with students facing similar challenges. Her practicum experience provided valuable exposure to multimedia integration techniques, allowing her to explore diverse pedagogical tools that enhanced student engagement. Additionally, she acquired substantial experience in cross-cultural communication, developing sensitivity to diverse learning styles and cultural backgrounds within her classroom environment.

Her experience demonstrates that even when faced with substantial challenges, student-teachers can develop remarkable resilience and adaptive capacity that contribute meaningfully to their professional growth, ultimately preparing them for successful careers in education.

The research reveals that the most significant insights acquired during international practicum relate to the understanding of teaching as a dynamic, contextual practice that requires continuous adaptation and reflection. Both participants developed enhanced metacognitive awareness of their teaching processes, learning to critically examine their pedagogical choices and instructional strategies in real-time. They gained increased cultural sensitivity and cross-cultural communication skills, becoming more adept at navigating diverse classroom environments and connecting with students from varying backgrounds. Furthermore, participants developed a deeper appreciation for the complexity of language learning and teaching in diverse contexts, recognizing how cultural, social, and linguistic factors intersect to influence educational outcomes. This transformative experience fundamentally shifted their perspective on education from a static, one-size-fits-all approach to a more nuanced, responsive practice that honors student diversity and promotes inclusive learning environments.

## **5.2.Implication**

For theoretical implications, this research significantly advances theoretical understanding of professional identity formation in language teacher education by demonstrating that identity development is not a linear progression but rather a complex, multidimensional negotiation process. The findings challenge traditional models of teacher preparation that focus primarily on technical competencies, revealing instead that successful professional identity integration requires the synthesis of personal experiences, cultural contexts, and professional expectations. The identification of "integrative professional synthesis" as a key mechanism provides a new theoretical framework for understanding how effective language teachers develop authentic educational leadership through the dynamic integration of self-awareness, pedagogical knowledge, and responsive practice.

For pedagogical implication for teacher education program, the programs must fundamentally reconceptualize their approach to preparing EFL educators for international contexts. The research demonstrates that programs should prioritize emotional intelligence development, cultural sensitivity training, and reflective practice alongside technical pedagogical skills. Curricula should incorporate explicit preparation for cross-cultural challenges, including strategies for managing linguistic self-doubt and transforming vulnerabilities into teaching strengths. Furthermore, programs must recognize that professional identity formation requires sustained support beyond technical training, necessitating mentorship structures that address the psychological and emotional dimensions of teaching in diverse cultural contexts while fostering adaptive capacity and resilience.

For International teaching practicum programs, these program require comprehensive redesign to better support student-teacher professional identity development. Based on the research findings, programs should implement structured reflection protocols that help participants navigate the tension between theoretical knowledge and practical classroom realities. Pre-practicum preparation must include extensive cultural orientation, linguistic confidence-building activities, and development of adaptive coping mechanisms. Additionally, practicum supervision should extend beyond technical teaching evaluation to encompass emotional support, identity exploration, and cross-cultural communication skill development. The research suggests that successful practicum experiences require carefully scaffolded challenges that promote growth while providing adequate support systems to prevent overwhelming self-doubt.

The research reveals critical implications for ongoing professional development support systems for EFL teachers. Professional development initiatives must recognize that teacher growth extends far beyond technical skill acquisition to encompass identity transformation, emotional resilience, and cultural adaptability. Support systems should provide opportunities for continuous reflection on teaching practices, peer collaboration across cultural contexts, and mentorship relationships that address both

professional and personal development needs. Furthermore, the findings suggest that effective professional development must acknowledge the deeply personal nature of identity integration, providing safe spaces for teachers to explore vulnerabilities, celebrate growth, and develop authentic professional selves that honor both individual experiences and diverse student needs.

Traditional assessment approaches in teacher education programs require substantial revision based on these research findings. Evaluation frameworks must move beyond technical competency checklists to encompass holistic professional identity development, including emotional intelligence, cultural sensitivity, and adaptive capacity. Assessment should incorporate reflective portfolios that document identity transformation processes, peer feedback mechanisms that promote collaborative learning, and self-evaluation tools that encourage metacognitive awareness. The research suggests that meaningful evaluation must capture the complexity of professional identity formation, recognizing that successful teaching emerges from integrated personal and professional development rather than isolated skill acquisition, thereby requiring multifaceted assessment approaches that honor individual growth trajectories.

The research findings have significant implications for educational policy development in international and multicultural contexts. Policies governing teacher preparation and certification must recognize the unique challenges and opportunities inherent in cross-cultural teaching environments. Regulatory frameworks should mandate comprehensive cultural competency training, support systems for international educators, and recognition of diverse pathways to professional competence. Furthermore, policy development must acknowledge that effective cross-cultural education requires teachers who can navigate linguistic and cultural diversity while maintaining high pedagogical standards. This necessitates policy approaches that balance standardized requirements with flexibility to accommodate diverse professional development trajectories and cultural contexts in educational settings.

This research opens multiple avenues for future investigation in language teacher education and professional identity development. Longitudinal studies tracking professional identity evolution throughout teaching careers would provide valuable insights into the sustainability of practicum-based transformations. Comparative research examining professional identity formation across different cultural contexts and educational systems could reveal universal versus context-specific developmental patterns. Additionally, research investigating the relationship between teacher professional identity and student learning outcomes would strengthen the pedagogical relevance of identity-focused teacher preparation. Future studies should also explore the role of technology in supporting professional identity development and examine how virtual international experiences might complement or substitute for traditional practicum programs in professional identity formation.

### **5.3.Suggestion**

The findings of this study on EFL student-teachers' experiences during international teaching practicum provide valuable insights that can inform various stakeholders in English language teacher education. Based on the three research questions examining the integration of language teacher competence into professional identity, acquired skills and insights, and pivotal transformative experiences, the following suggestions are proposed for future research, policy development, and educational practice.

First and foremost, future research should conduct longitudinal studies tracking EFL student-teachers' professional identity development beyond the practicum period. This study revealed that transformative experiences during international teaching practicum significantly shaped participants' professional identities; however, the long-term sustainability and evolution of these identities remain unexplored. Subsequently, researchers should investigate how the integration of language teacher competence continues to develop in the first years of teaching practice, thereby providing insights into the durability and continued growth of professionally integrated identities.

Given that this study focused on Indonesian EFL student-teachers in Philippine contexts, it follows that future research should examine similar experiences across different cultural and linguistic contexts through cross-cultural comparative studies. Specifically, these studies should involve student-teachers from various EFL contexts such as East Asian, Middle Eastern, and European backgrounds participating in different English-speaking countries to provide broader insights into the universality or cultural specificity of identity integration processes.

Furthermore, while this study identified various coping strategies employed by student-teachers, including innovative transcript preparation methods and digital roulette systems, future research must employ mixed-methods approaches to quantitatively measure the effectiveness of different adaptive strategies. This would involve comprehensive pre- and post-practicum assessments of self-efficacy, anxiety levels, and teaching competence, combined with qualitative exploration of strategy implementation and perceived effectiveness. As a result, such research would provide evidence-based recommendations for supporting student-teachers in developing effective coping mechanisms during challenging international practicum experiences.

Additionally, the study's revelation of innovative technology uses, including digital participation roulette systems and multimedia resources as professional development tools, suggests that future research should specifically examine how digital tools and online communities of practice contribute to language teacher identity formation during international practicum experiences. This includes exploring virtual collaboration, digital reflection platforms, and online mentoring relationships that enhance the integration of language teacher competence into evolving professional identities.

Moreover, further investigation is needed into the role of mentor teachers in facilitating or hindering the integration of language teacher competence into professional identity. Although this study touched on mentor evaluations, it did not deeply explore the mentoring relationship's impact on identity transformation processes. Therefore, future research should examine the specific mentoring practices,

feedback mechanisms, and relationship dynamics that most effectively support student-teachers' professional identity development, particularly in cross-cultural contexts where additional layers of cultural and linguistic negotiation occur between mentor and mentee. Ultimately, these investigations would illuminate whether the patterns of professional identity development observed represent universal phenomena or are influenced by specific cultural and linguistic factors, consequently contributing to more effective preparation and support systems for EFL student-teachers engaged in international practicum experiences.

Turning to practical applications, teacher education programs must fundamentally enhance their pre-practicum preparation to address the complex identity challenges that student-teachers face during international placements. The research findings demonstrate that confronting self-doubt and linguistic insecurity represents a pivotal moment in professional development, requiring systematic preparation rather than reactive support. Consequently, programs should implement comprehensive preparatory frameworks that include reflective workshops specifically targeting linguistic identity and teaching anxiety, allowing student-teachers to explore their concerns about language competency and professional credibility before entering high-stakes teaching environments. In addition, simulation exercises that expose participants to diverse English proficiency levels help build confidence and adaptability, while simultaneously cultural competency training prepares them for the nuanced dynamics of international teaching contexts. Finally, mentorship preparation focusing on professional identity development creates foundational relationships that can provide crucial support during challenging moments, ensuring that student-teachers enter their practicum experiences with both self-awareness and practical tools for navigating identity-related challenges.

During the practicum period, the establishment of structured support systems proves essential for maximizing both successful and challenging experiences as opportunities for professional growth. The contrasting experiences of participants like Kiana and Windy illustrate that different pathways can lead to meaningful development

when appropriate support mechanisms are in place. For this reason, programs should institute regular reflection sessions with supervisors that specifically focus on identity integration, moving beyond simple performance evaluation to address the deeper psychological and professional transformations occurring during international teaching experiences. Concurrently, peer support networks connecting current participants with former international practicum alumni create horizontal learning opportunities that complement vertical supervision relationships. Of equal importance, crisis intervention protocols become particularly vital for student-teachers experiencing severe identity challenges, providing immediate support while maintaining the integrity of the learning experience. Additionally, flexible assessment frameworks that acknowledge different paths to professional competence ensure that evaluation processes support rather than undermine identity development, recognizing that transformation often involves temporary setbacks and non-linear progress patterns.

Following the completion of international practicum experiences, post-practicum integration activities represent a critical but often overlooked component of teacher education programs. Since the immediate aftermath of transformative experiences requires deliberate consolidation efforts to maximize long-term impact, several strategies emerge as essential. First, reflective portfolios that document identity transformation journeys provide student-teachers with concrete evidence of their growth while creating valuable resources for future participants and program improvement. Second, presentation opportunities that allow returning participants to share insights with incoming student-teachers create a cycle of peer learning that enriches the entire program while validating the experiences of those who have completed international placements. Third, action research projects based on practicum experiences transform personal learning into professional contributions, encouraging student-teachers to analyze their experiences systematically and contribute to the broader knowledge base about international teacher preparation. Finally, alumni networks that maintain connections with international practicum participants create ongoing professional development opportunities that extend far beyond the immediate

program period, fostering career-long engagement with global education perspectives and continued identity development as international educators.

With regard to assessment, the complexity of professional identity integration demands fundamental reform in assessment approaches, moving beyond traditional evaluation methods that may fail to capture the multifaceted nature of transformation during international teaching experiences. To address this challenge, multi-dimensional assessment tools must evaluate language, pedagogical, and contextual competencies as interconnected rather than separate domains, recognizing that effective international teaching requires integration across all three areas. Similarly, self-assessment instruments focusing on professional identity development empower student-teachers to take ownership of their growth while providing programs with insights into the internal processes of transformation that external evaluation cannot capture. In contrast to traditional snapshot evaluations, portfolio-based evaluation systems that document growth over time replace instant assessments with comprehensive narratives of development, allowing for recognition of progress that occurs through different pathways and at varying rates. Furthermore, peer evaluation systems incorporating collaborative learning principles acknowledge that professional development occurs through relationships and shared experiences, creating assessment processes that mirror the collaborative nature of effective international teaching while providing multiple perspectives on individual growth and competency development.

Shifting focus to coordination responsibilities, international practicum coordinators must prioritize the development of sustainable partnerships that actively support student-teacher identity formation through comprehensive mentor preparation and cultural integration strategies. This process begins with establishing robust training programs for host country teachers that specifically address the unique challenges international student-teachers face while developing their professional identities in unfamiliar cultural contexts. These mentor training programs should equip local educators with understanding of cross-cultural pedagogical differences, identity

development processes, and effective support strategies for international students navigating dual pressures of professional growth and cultural adaptation.

Equally important are cultural orientation sessions for both sending and receiving institutions that create mutual understanding and establish common expectations for the practicum experience. These sessions should cover not only practical daily life aspects but also deeper cultural values that influence educational practices, teacher-student relationships, and professional identity formation. To ensure continuity, communication protocols must guarantee consistent support throughout the practicum to prevent student-teachers from feeling isolated during critical identity development moments. This involves incorporating regular check-ins with both local mentors and home institution supervisors to create bridges between familiar and new professional contexts. Additionally, evaluation standardization that creates comparable assessment criteria across different cultural contexts is crucial for maintaining program quality while respecting local educational traditions, focusing on core competencies while allowing flexibility for cultural adaptations in teaching methods and classroom management approaches that support authentic professional identity development.

Given the emotional and psychological complexities revealed in international practicum experiences, comprehensive crisis management and support systems become essential to acknowledge the multifaceted nature of identity development in cross-cultural educational contexts. To address these needs, coordinators should establish emergency support hotlines staffed by professionals who understand both educational challenges and cross-cultural adjustment issues, ensuring these services are accessible around the clock and culturally sensitive to the diverse backgrounds of participating student-teachers who may experience severe anxiety or identity crises during their placements.

In parallel, local counseling services familiar with cross-cultural adjustment issues should be identified and integrated into the program structure with clear referral pathways established before crises occur. It is essential that these professionals understand the unique pressures faced by student-teachers simultaneously developing

professional identities while navigating cultural differences and educational system variations. To provide peer support, buddy systems that pair incoming student-teachers with successful alumni provide invaluable emotional support and practical guidance from individuals who have successfully navigated similar identity development challenges. These relationships should be formally structured with clear expectations, regular check-ins, and ongoing support to ensure effectiveness in fostering professional growth.

Furthermore, flexible program modifications should be integral to program design, not exceptional accommodations. This fundamental shift acknowledges that identity development varies significantly among individuals in both pace and process. By embedding adaptability into the core structure, programs can honor diverse developmental trajectories while preserving academic excellence and professional standards. This approach ensures all students receive meaningful career preparation that aligns with their unique growth patterns, creating inclusive educational environments that support success across different learning styles and developmental timelines.

Regarding quality assurance, comprehensive evaluation systems must capture the full scope of professional identity development occurring during international practicum experiences. To achieve this, regular program evaluation should incorporate detailed student-teacher feedback on identity development that extends beyond traditional academic assessments to include reflective components capturing personal and professional growth, immediate responses to cultural and educational challenges, and longer-term impacts on professional identity formation and career trajectory planning.

Simultaneously, host institution monitoring requires ongoing communication with local supervisors, regular site visits to assess mentorship quality and learning opportunities, and focused attention on both academic standards and the emotional and cultural support systems available to international student-teachers during their identity development journey. To track long-term impact, outcome tracking systems should

measure long-term impacts on teaching careers by following participants beyond the immediate practicum period to understand how international experiences influence professional development, career choices, teaching practices, and ongoing professional identity evolution throughout their careers.

Finally, best practice documentation that shares successful strategies across programs creates a valuable knowledge base benefiting all participating institutions and improving overall international practicum quality. This documentation should include case studies of successful identity development processes, effective crisis intervention strategies, innovative cross-cultural mentorship approaches, and regular conferences or workshops that bring coordinators together to facilitate knowledge sharing and promote continuous improvement in supporting student-teacher professional identity development within international educational contexts.

At the policy level, educational policymakers face the critical task of transforming teacher preparation to meet the demands of increasingly globalized classrooms. To accomplish this transformation, national teacher education standards require comprehensive revision to explicitly incorporate international experience requirements for English teacher certification, establish cross-cultural competency standards as integral components of professional teacher qualifications, recognize language teacher identity development as a measurable outcome in teacher preparation programs, and mandate continuing professional development focused on identity evolution throughout teaching careers. These foundational changes would ensure that teacher preparation programs produce educators equipped with the global perspectives and cultural competencies essential for effective teaching in diverse educational contexts.

In terms of financial support, government funding and resource allocation must strategically support international teacher preparation through targeted investments in multiple areas. Priority funding should be directed toward international practicum scholarships that make transformative experiences accessible to diverse student populations regardless of their economic background, technology infrastructure that enables virtual international collaborations when physical mobility faces limitations,

research grants that investigate and validate effective practices in international teacher preparation, and comprehensive professional development programs for teacher educators who manage international practicum experiences. This multifaceted funding approach would create sustainable pathways for international experiences while building institutional capacity to deliver high-quality programs that benefit both individual teachers and the broader educational system.

Concerning quality control, quality assurance frameworks represent another essential component of educational policy reform, requiring national education authorities to develop comprehensive systems that ensure program effectiveness and accountability. These frameworks should include rigorous accreditation standards for international practicum programs that maintain consistency and quality across institutions, sophisticated outcome measurement systems that track the long-term impact of international experiences on teaching quality and student outcomes, formal recognition frameworks that acknowledge international practicum experiences in teacher career progression and advancement opportunities, and structured collaboration agreements with international partners that ensure mutual benefit, cultural sensitivity, and sustained program quality. Such frameworks would provide the institutional infrastructure necessary to support high-quality international experiences while protecting both students and host communities.

To recognize the value of international experience, career pathway recognition systems must be established to acknowledge and leverage the unique value that internationally experienced teachers bring to educational systems. Educational authorities should create specific career advancement opportunities that recognize international teaching experience as a valuable qualification for leadership roles, develop comprehensive leadership development programs that utilize internationally experienced teachers as mentors and cultural competency resources, implement incentive systems that actively encourage participation in international practicum programs through professional and financial rewards, and foster professional learning communities that support teachers with international experience while facilitating

knowledge sharing across the broader teaching profession. These recognition systems would not only validate the investment teachers make in international experiences but also maximize the systemic benefits of their enhanced cultural competencies and global perspectives for the entire educational community.

From the student perspective, prospective international practicum participants must engage in comprehensive preparation that encompasses reflective practices, cultural development, and network building. This preparation should begin well before departure and continue throughout the experience, involving deep self-reflection to understand one's current teaching identity and cultural assumptions. Students should actively develop cultural intelligence through pre-departure immersion activities, such as language learning, cultural workshops, and interactions with international communities. Building robust support networks with peers, mentors, and alumni who have completed similar experiences provides essential guidance and emotional support. Additionally, maintaining detailed learning journals that document identity development processes creates a valuable tool for ongoing reflection and helps track the evolution of professional identity throughout the international experience.

Throughout their participation, student-teachers must approach international practicum as an integral component of their lifelong professional development journey rather than an isolated experience. This requires establishing clear, measurable learning objectives that specifically focus on professional identity integration and cross-cultural competency development. Within the practicum context, students should actively seek diverse teaching experiences that challenge their existing pedagogical approaches and expose them to different educational philosophies and methodologies. The systematic building of professional portfolios documenting growth, achievements, and critical reflections serves both as evidence of development and as a foundation for future career opportunities. Furthermore, establishing meaningful international professional networks during the practicum creates pathways for ongoing collaboration, knowledge exchange, and potential career advancement in an increasingly globalized educational landscape.

To prepare for challenges, the difficulties identified in international practicum experiences necessitate deliberate resilience-building strategies that prepare students for the emotional and psychological demands of cross-cultural teaching. Students must develop robust emotional regulation strategies to effectively manage the anxiety, self-doubt, and cultural disorientation that commonly arise during international placements. Practicing adaptive problem-solving skills before and during the experience enables student-teachers to navigate unexpected challenges with confidence and creativity, transforming potential setbacks into learning opportunities. Cultivating a growth mindset becomes essential, as it allows students to reframe difficulties as valuable components of their professional development rather than personal failures. Finally, building cultural humility through deliberate practice of recognizing, appreciating, and learning from diverse perspectives ensures that student-teachers approach their international experience with openness and respect, ultimately enhancing both their professional effectiveness and personal growth.

In conclusion, this comprehensive examination of EFL student-teachers' international teaching practicum experiences reveals the profound complexity and transformative potential of cross-cultural educational placements in shaping professional teacher identities. The findings clearly demonstrate that successful integration of language teacher competence into professional identity requires systematic support across multiple dimensions: comprehensive pre-departure preparation, structured mentorship during placement, and deliberate post-experience integration activities. Moreover, the study underscores that professional identity development in international contexts is not a linear process but rather a dynamic, multifaceted journey that demands adaptive responses from individuals, institutions, and educational systems.

The implications of these findings extend far beyond individual student-teacher experiences to encompass fundamental reforms in teacher education policy, program design, and support systems. As educational contexts become increasingly globalized, the need for teachers who can navigate cultural diversity, linguistic complexity, and

cross-cultural pedagogical challenges becomes ever more critical. Therefore, the recommendations presented here—spanning future research directions, program enhancements, coordination strategies, policy reforms, and participant preparation—collectively constitute a roadmap for transforming international practicum experiences from isolated adventures into integral components of professional teacher development.

Ultimately, the success of international teaching practicum programs depends not only on individual student-teacher resilience and adaptability but also on the coordinated efforts of all stakeholders to create supportive ecosystems that recognize, nurture, and sustain the complex process of professional identity formation in cross-cultural contexts. By implementing these comprehensive recommendations, educational institutions and policymakers can ensure that international practicum experiences fulfill their transformative potential, producing globally competent educators equipped to meet the challenges of 21st-century multilingual and multicultural classrooms while contributing to a more interconnected and culturally responsive global education community.