

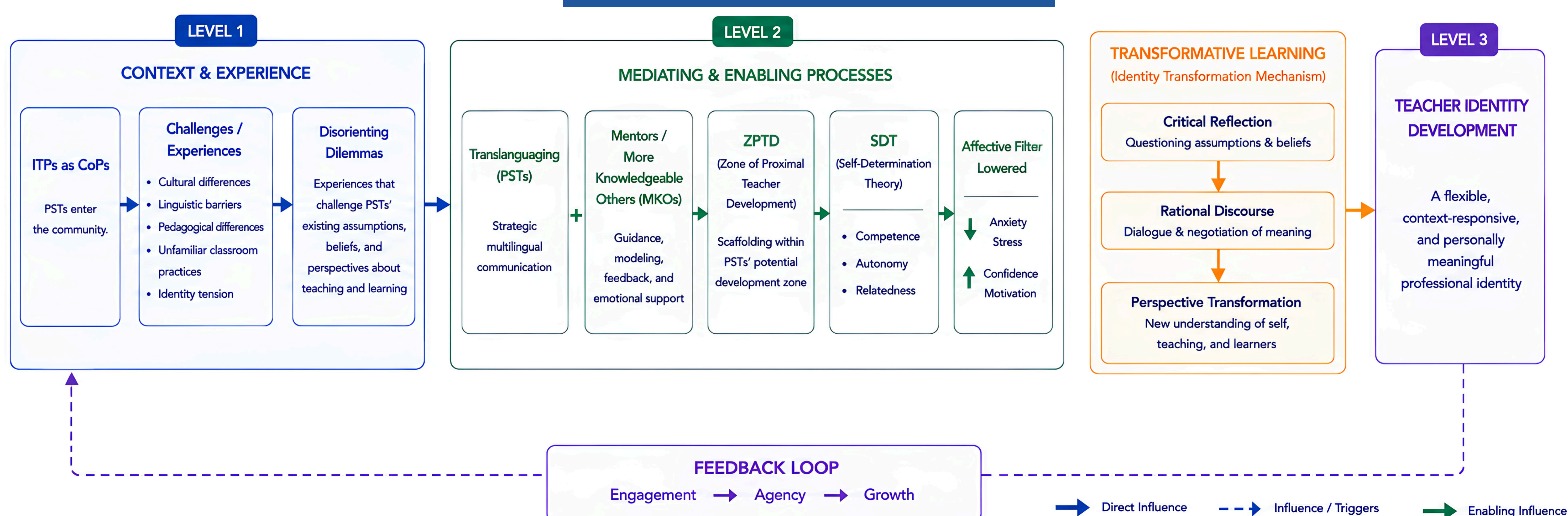
PRE-SERVICE EFL TEACHERS' IDENTITY DEVELOPMENT DURING INTERNATIONAL TEACHING PRACTICUM IN THAILAND

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INTRODUCTION



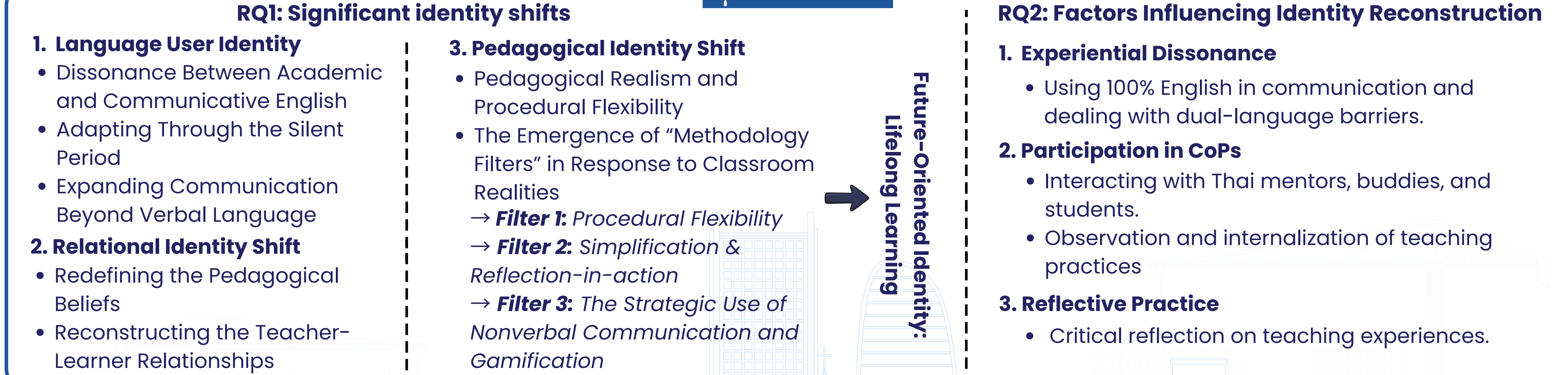
THEORETICAL FRAMEWORK



METHODOLOGY



FINDINGS



IMPLICATIONS:

- For Teacher Education Programs
 - Foster communicative environments (e.g., workshops, English clubs) to build everyday fluency alongside academic proficiency.
 - Prioritize adaptive, context-responsive teaching over strict adherence to rigid models (e.g., PPP).
 - Design ITPs with diverse support systems (mentors, buddies) to enhance cross-cultural sensitivity.
- For Pre-service Teachers (PSTs)
 - Reframe initial anxiety as natural growth to lower affective filters and build teacher identity.
 - Leverage nonverbal cues (body language, gestures) and digital tools to overcome language barriers.
 - Cultivate continuous adaptation to stay resilient amid rapid technological/educational shifts.
 - Establish clear rules and boundaries early to prevent burnout and sustain professional energy.

References:

- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco, CA: Jossey-Bass Publishers.
- Tai, K. W. H. (2023). *Multimodal conversation analysis and interpretative phenomenological analysis: A methodological framework for researching translanguaging in multilingual classrooms*. Routledge. <https://doi.org/10.4324/9781003351047>