

## Professional Identity of Filipino English Teachers Teaching International Students in a Global City in the Philippines\*

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This paper explores the professional identities of four Filipino English teachers (FETs) who instruct international students at a language academy in Bonifacio Global City (BGC), a special district for the Philippines' globalization. Employing a narrative inquiry approach, data was gathered through individual interviews, and subsequently analyzed using a thematic analysis framework. The findings indicate that the participants assume three distinct roles within the academy. As experts in English language teaching, they consider themselves the equal of, or even superior to, native English-speaking teachers, which they attribute to their language proficiency, pedagogical skills, and content-based teaching. In their role as educational caretakers, they prioritize their students' well-being, providing motivation for English language learning, and offering emotional support. Furthermore, they identify themselves as international teachers, having deliberately chosen BGC as their career destination to foster multiculturalism and global citizenship. This study is of particular significance, as it scrutinizes the roles of FETs, frequently categorized as "non-native teachers," within the context of globalization.

**Key words:** Filipino English teacher, language teacher identity, Global City, native speakerism, narrative inquiry

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## 1. INTRODUCTION

The Philippines has long been favored as a destination for English language learning (ELL). Several studies have focused on the advantage of the affordable English language program in the Philippines, suggesting that this factor may serve as a key motivator for English learners to choose the country as their study destination (Choe & Son, 2018; Pablo, 2022). However, the popularity of the Philippines as an ELL destination does not solely stem from its affordability of tuition fees and cost of living. Instead, it owes its reputation to the high quality of Filipino English teachers (FETs). Ozaki (2021) posits that “[FETs’] English proficiency tends to be very high” because they receive education in English and use it both officially and in their everyday interactions (p. 11).

Although FETs are qualified and well-trained, they are typically considered second-rate to those teachers from the Inner Circle (Ozaki, 2017). Panaligan and Curran (2022) coined the term “discounted nativeness” to capture the complex position of Filipino online English teachers. On one hand, online platforms exploit their high English proficiency, sometimes even passing them off as American teachers. On the other hand, they face discrimination from students and maltreatment by these very platforms. Several other studies have studied the identity and positioning of FETs in the English language teaching (ELT) industry and obtained similar results to those mentioned above (e.g., Choe, 2016; Hickey, 2018).

Lately, there has been a surge in research on FETs, yet a significant void remains in the current scholarly works about FETs. Ozaki (2017) points to the need for more empirical studies on FETs who are a substantial part of the ELT community. Choe (2016) reinforces this need, particularly focusing on the professional identity of FETs and their uncertain status as English as a second language (ESL) instructors in the context of the ongoing debate over native and non-native speaker distinctions in ELT. In a similar vein, Chien (2019) reports that the body of research examining the development of professional identity in non-native English-speaking teachers (NNESTs) remains remarkably limited.

Professional identity development is closely intertwined with personal attributes and the social aspects of the teaching profession, as suggested by Hall (2013) and Van Langenhove and Harré (1993). In this context, the choice of Bonifacio Global City (BGC), a district specifically established for the Philippines’ globalization, as the research site provides an international perspective for exploring how FETs shape their professional identities in a multicultural and cosmopolitan environment. This process involves ongoing negotiations and reconstructions of self and worldviews, which are influenced by the community’s values and practices (Adams, Hean, Sturgis, & Clark, 2006). Notably, there has been limited research on the professional identity of English teachers in a global context. This study seeks to fill gaps in the body of existing literature and contribute to a more comprehensive understanding of FETs’ professional identity in a unique “global” context, specifically in a

city designed for globalization by the Filipino government. The following research question was addressed in the study:

- (1) How do FETs in a Global City view their professional identities as English language educators?

## **2. LITERATURE REVIEW**

### **2.1. Professional (Teacher) Identity**

Providing a precise definition for professional identity is challenging due to its wide-ranging, intricate nature and ongoing transformation as it incorporates new aspects (Zare-ee & Ghasedi, 2014). Beijaard, Meijer, and Verloop (2004) argue that there is a lack of clarity in the conceptualization of professional identity as the lines between personal and professional identity are often fuzzy and unclear. Beauchamp and Thomas (2009) also state that one of the main challenges in understanding identity is how to define it, as numerous issues arise in any attempt to establish a definition. Despite the difficulty in determining professional identity, some scholars have tried to describe it. Kerby (1991) characterizes professional identity as a process that develops through continuous interpretation and reinterpretation of experiences. Beijaard et al. (2004) view professional identity as an ongoing process, while Beauchamp and Thomas (2009) point out that this process underscores the importance of continually negotiating and evolving identity through experiences.

Goodson and Cole (1994) propose that the formation of professional reality, a concept closely related to professional identity, emerges from the ongoing interpretation of both professional and personal facets inherent in an individual. Similarly, Reeves (2009) posits that the construction of identity is a dialogical process involving the self and others, embedded within the narratives permeating one's existence. Walkington (2005) argues that while consistent practice and the application of skills are crucial for achieving teaching proficiency, the core of professionalism extends beyond mere practice. It encompasses an intellectual dimension that is continuously molded and remolded through experiential learning. This viewpoint characterizes teachers as adaptable, lifelong learners equipped with the readiness to handle constant change and a robust sense of self-efficacy. A teacher's professional identity entails active participation in professional development and education that aligns with their objectives (Beauchamp & Thomas, 2009). Taking everything into account, the professional identity of a teacher is a dynamic and evolving construct. It is the outcome of the mutual influence between teachers and their environment, where they

develop professional attributes in a particular context, and these attributes are then uniquely assimilated by each teacher.

Burns and Bell (2011) suggest that identity is not merely a possession or the outcome of specific actions or thoughts, but a continuous progression that unfolds throughout a teacher's career. Coldron and Smith (1999) propose that teachers are consistently engaged in the process of shaping their own professional personas throughout their careers. Conway (2001) introduces the concept of "anticipatory reflection," suggesting that envisioning the kind of teacher one aspires to become can provide insights into their progress towards that goal and offer motivational support to actively pursue it in the present. In line with this, Hamman et al. (2013) observe that teachers across all disciplines are accustomed to "thinking about the future in terms of instructional objectives, student outcomes, and curriculum standards and are becoming increasingly used to considering [their] professional identity as teachers" (p. 307). Teachers possess the capacity to shape their own perceptions of their professional roles, behaviors, and understanding of their responsibilities and societal status, which contribute to the formation of their professional identity (Sachs, 2005). Essentially, teachers are not solely focused on the quantifiable, outcome-oriented aspects of education. They also prioritize understanding and evolving their role, values, and beliefs as future educators.

A professional's identity is intricately linked with the recognition and comprehension of his/her role. Ivanova and Skara-MincLne (2016) posit that professional identity is shaped by understanding one's role in a profession, deriving meaning from the work, and cultivating professional ambitions. These elements are influenced by past and present experiences and refined through education and practice. Wenger (1998) asserts that engagement in professional practice extends beyond mere participation. It also involves an investment in both the activity and interpersonal relationships, significantly contributing to one's self-identification and understanding of their role within the community. Lim (2011) observes that the development of English teachers' professional identity is a continuous process that involves identifying and negotiating personal roles, past experiences in education, and the roles encouraged by institutional and societal practices. Teachers leverage their personal experiences and backgrounds to shape their professional roles, integrating their personal narratives with their teaching practices (Beijaard et al., 2004). In this study, we do not strive to offer "distinct" interpretations of professional identities. Instead, we recognize the fluid and evolving nature of professional identity, underscore the significance of its exploration, and illustrate the developmental stages through which FETs shape their professional roles.

## 2.2. NNEST Identity and Native Speakerism

A significant portion of research on English language teacher identity has been centered on NNESTs, examining their status relative to their native English-speaking teacher (NEST)

counterparts. These studies generally reveal that NNESTs often view themselves as less competent and inferior teachers, a perception deeply rooted in the ideology of native speakerism. Holliday (2006) posits that within the realm of ELT, native speakerism is an ideology that places native English speakers, predominantly from Western countries, as the benchmark for both language proficiency and teaching methodologies. Drawing from Holliday's argument, this ideology presupposes that NESTs possess an inherent mastery of the English language, thereby suggesting their superior capability or effectiveness as English teachers. Furthermore, it implies that the cultural norms and teaching methodologies intrinsic to these NESTs should set the standard for ELT. While English often assumes a dominant role as the lingua franca, NESTs, as the more privileged group, are frequently positioned in a superior stance (Liu & Li, 2023).

Upon reviewing empirical studies on this subject, it becomes evident that NNESTs often express concern about their language skills, stemming from the belief that NESTs possess superior language abilities, a perception that negatively impacts their self-image. Choe (2008), in his research involving four Korean NNESTs, found that these teachers harbored negative perceptions about their status due to their lack of native-like pronunciation and knowledge of the target language culture. Similarly, Tang (1997) surveyed 47 Hong Kong NNESTs and reported that the participants perceived NESTs as superior in all areas of language skills. They also believed that students could learn "accurate," "correct," and "natural" English from NESTs (p. 578). Echoing these findings, Jenkins (2005) revealed that NNESTs described their accents as "not good," "wrong," "incorrect," "not real," "fake," "deficient," and "strong" (p. 541). Pessoa and Sacchi (2002) discovered that NNESTs tend to adopt a more reserved role when interacting with their peers from ENL countries. This behavior suggests that NNESTs view their NEST counterparts as having superior skills, which leads to their reluctance in sharing ideas or showcasing their teaching expertise. In another study, Choe (2016) collected data from twelve FETs and found that a non-native-like accent was a significant factor contributing to their negative self-perception. Ulla (2021) conducted a study with 56 FETs in Thailand and found that despite their overall positive experience in Thai ELT, they encountered issues arising out of their non-native status, such as receiving lower salaries than NESTs. Similarly, in a study conducted by Kim (2011) involving three NNESTs at a mid-western university, it was revealed that the concept of native speakerism significantly impacted their professional self-esteem. This was primarily due to the idealization of native speakers in ELT, which inadvertently led to a diminished sense of self-worth among the NNESTs. In sum, native speakerism is frequently characterized by the linguistic challenges encountered by NNESTs. These challenges are often viewed negatively, and such perceptions profoundly impact their professional identity and authority within the field of ELT.

In challenging the concept of native speakerism, several scholars have highlighted the

distinctive strengths that NNESTs possess over NESTs. Medgyes (1999) argues that NNESTs have a distinct advantage in connecting with students, skillfully teaching English learning strategies, providing a comprehensive understanding of the language, proactively addressing potential language challenges, empathizing with students' learning difficulties, and utilizing students' first languages to enhance the learning process. Similarly, Coşkun (2013) underscores that NNESTs not only understand their students' needs and difficulties but can also empathize with them due to their shared experiences. Cook (2005, 2007) shares this viewpoint, suggesting that NNESTs, having successfully learned and used English, can serve as role models for their students, thereby highlighting the unique benefits of NNESTs' multilingual capabilities, which are not typically seen in NESTs. This suggests that NNESTs can mitigate their perceived limitations and provide benefits seldom seen in NESTs. As disclosed by Choe (2016) and Stewart (2020), FETs in their studies grappled with the status of NNESTs but discovered advantages inherent to NNESTs, which aided them in shifting from a negative identity to a more positive one, to some extent. In a study by Im (2022), immigrant FETs in Korea deliberately positioned themselves as foreign teachers, distinguishing themselves from both NESTs and local Korean NNESTs. This positioning led to them being perceived as teachers with a command of and intuition for the English language, with a greater emphasis on intelligibility rather than accuracy. Consequently, while native speakerism impedes the development of NNESTs' professional identities, some studies have shown that NNESTs have overcome their non-native status, paradoxically, by leveraging the advantages of being NNESTs.

### 2.3. Philippines as an ELL Destination and Filipino English (Teachers)

The Philippines has emerged as a popular destination for international students seeking to learn English. Specifically, students from neighboring Asian countries, where English is taught as a foreign language (EFL), select the Philippines for ELL due to its cost-effectiveness, geographical proximity, cultural and educational similarities, and well-trained teachers. Choe (2016) reports that many Korean students choose the Philippines for ELL through long-term school programs and short-term courses in private institutes, attracted by the low tuition fees and cost of living (Choe & Son, 2018). Similarly, Pablo (2022) notes that students from Korea, Japan, Vietnam, and the Middle East view the Philippines as a cost-effective alternative to studying in countries where English is a native language (ENL). Bautista (2020) further observes that the affordability of studying in the Philippines leads students to prefer FETs over NESTs. In addition to cost-effectiveness, Choe and Son (2018) observe that Korean parents and students are attracted to Southeast Asian ESL countries including the Philippines. This attraction is attributed to the geographical closeness of these countries to Korea, as well as their cultural and educational parallels. These factors facilitate

the adaptation of Korean students to their host nations and mitigate the challenges they face upon their return to Korea. Ozaki (2011) outlines the advantages of learning English in the Philippines, emphasizing the exceptional strengths of FETs that combine the qualities of NESTs and NNESTs. The fact that Filipinos are ESL speakers often results in less nervousness for Japanese students during communication, compared with interactions with ENL speakers. This reduced anxiety not only aids in learning but also fosters social interactions (Ozaki, 2021).

However, there remains a degree of skepticism about Filipino English and FETs. Pennycook (2020) asserts that the status of English as a global language is intricately tied to the political and economic dominance of the Global North. He posits that the widespread use of English, influenced not only by its geographical origins but also by the institutions and injustices of the Global North, shapes perceptions and valuations of different English varieties, often resulting in the marginalization of non-native speakers. Building on this perspective, FETs are frequently perceived as less proficient than NESTs. This phenomenon, referred to as “discounted nativeness” (Panaligan & Curran, 2022), is also discussed in a study by Choi and Choe (2022). They reported that Korean learners showed a preference for American English and often undervalued Filipino English. According to them, this preference is rooted in a perceived inferiority of FETs in terms of both linguistic and sociocultural competencies. Moreover, Hickey (2018) observes that FETs in Thailand face significant challenges, such as discrimination and difficulty in securing employment, due to their NNEST status. This discrimination extends to workplace experiences, where they often encounter racism and are subjected to lower salaries compared with NESTs. Ulla (2018, 2021) further adds that although Thai students may respect FETs, this respect does not necessarily translate into a preference over NESTs, indicating a complex dynamic where professional respect and linguistic preference are not always aligned. Consequently, the Philippines is not considered the ultimate destination for students to learn English. For example, Korean students planning to study abroad in ENL countries often choose to begin their ELL in the Philippines. It appears that the Philippines serves as a stepping stone for them, providing a foundational language education before they move on to ENL nations. Accordingly, as Choe (2016) describes, learning English in the Philippines acts as a bridge for students before their commencement of higher education in ENL countries.

### **3. METHODOLOGY**

#### **3.1. Narrative Inquiry**

Narrative inquiry has become the key methodological tool in studies related to the identity

of language teachers (Liu & Li, 2023; Nabilla & Sutrisno, 2023; Susanto & Arifani, 2023). Liu and Li (2003) assert that despite the diversity in data sources, the research methodology predominantly revolves around narrative inquiry, which has been the focal point of language teacher identity research. Narrative inquiry is an effective method to understand and interpret the subtleties of a teacher's teaching expertise, as a teacher's development is influenced by various experiences (Susanto & Arifani, 2023). Nabilla and Sutrisno (2023) suggest that narrative inquiry serves as a mechanism to comprehend the unique knowledge and context of those deeply involved in teaching and learning, essentially illuminating the importance teachers place on their daily practices. Consequently, studying a teacher's professional development using narrative inquiry allows us to see it as a personal journey towards building a professional identity.

Narrative inquiry also functions as an academic framework that underscores the importance of individual lived experiences as crucial sources for gaining insight and understanding (Clandinin & Connelly, 2000). As per Clandinin (2013), the concept of narrative encompasses a wide array of components, including the utilization of stories as data, narrative or story as a mode of representation, narrative in content analysis, narrative as a structural component, and more. Different types of narrative analysis, such as thematic, linguistic, structural, and, more recently, visual analysis, are progressively being used as techniques within various qualitative research methodologies.

Savin-Baden and Niekerk (2007) suggest that researchers should pay close attention to the narratives provided by participants, acknowledging the collaborative aspect of the research relationship and understanding that participants are living their lives as ongoing narratives, expressing these stories as they contemplate their existence and convey their identities to others. They stress that in the storytelling process, the narrator takes on the responsibility to elucidate the importance of the narrative, thereby promoting the generation of meaning between the storyteller and the listener. They underscore the advantages of employing narrative as a research technique as follows:

It is relatively easy to get people to tell stories, because most people are pleased to share a story about themselves; ... Gaining in-depth data (thick description) is possible because this often occurs with ease in narrated events; ... It is possible to gain in-depth meaning and reflection because participants are content to reveal themselves in stories and to reflect on their accounts at a later date as well; ... People tend not to hide truths when telling their stories, or if they attempt to, it usually becomes apparent in thorough data interpretation. (pp. 466–467)

Clandinin (2006) posits that individuals live their lives and recount these experiences.



Furthermore, the process of living, narrating, and discussing these stories acts as a vehicle for personal sense-making and a means to interact with others. The emergence of narrative methodologies has led to an increased discourse about our stories, their role in our lives, and their contribution to our collective matters. Beijaard et al. (2004) suggest that teachers can employ storytelling as a method to reflect deeply on their profession, potentially discovering new perspectives and narratives about their roles and experiences. Davey (2013) also asserts that teacher identities are perceived as the narratives that guide our lives, serving as structures through which we shape, analyze, reassess, and theorize based on our ongoing experiences.

In this research, narrative inquiry is used to examine the development of the professional identities of FETs. In other words, exploring the professional identity of FETs through their own stories could provide meaningful insights into their experiences and growth as English educators. This approach inherently views identity formation as an ongoing and fluid process, and it presupposes that identity is shaped by a person's past experiences, present circumstances, and future goals (Lamote & Engels, 2010). Furthermore, we presume that the narratives extracted from the data accurately represent the teachers' professional identities. During the interviews, we cautiously collected personal stories to comprehend the factors that have contributed to their development of professional identities as English teachers. These interviews disclose their motivations, roles, knowledge, experiences, self-perception, and sense of belonging as English teachers, along with the narratives that delineate their professional responsibilities. The application of semi-structured interviews has aided in exploring how these teachers have shaped, are shaping, and may continue to shape their professional identities through the art of storytelling.

### 3.2. Research Site and Participants

In the Philippines, global cities have been established as specialized districts that are part of larger cities for internationalization and globalization. BGC stands out as the most famous among Metro Manila's global cities because of its comprehensive blend of robust international economic activities, world-class amenities, and a diverse range of lifestyle and cultural venues, making it a premier destination for international business and leisure. This has led to a diverse foreign population residing in the area including various international schools and many foreign embassies (Lim, 2020).

The participants of this study are from the Advance Academic Institute (AAI: pseudonym) in the central district of BGC, which is one of the largest academies in the city for international students. AAI excels in providing a personalized teaching approach, focusing on the unique needs of each student. This personalized method is applied not only to English courses, but also to other subjects including math, science, and history, all taught in English. To maintain high teaching standards, the academy regularly organizes professional training

for its teachers. Furthermore, there is a weekly commitment to lesson planning, ensuring that each class is well-prepared and effective. This all-around approach guarantees a quality education that is tailored to the diverse learning needs of the students.

This research involves four participants, all of whom are referred to by using pseudonyms (See Table 1). Each participant is female, over the age of thirty, and has an average teaching of 12.75 years. Two of the participants have a degree in TESOL, while the other two have degrees in disciplines not related to TESOL. They grew up in multicultural environments and were educated from kindergarten through college in the English-medium instruction (EMI) setting. Their expertise extends beyond teaching general English, business English, and exam preparation courses such as IELTS and TOEFL. Additionally, they specialize in content-based instruction (CBI) as it is applied in international schools. At AAI, they are actively involved in instructing a diverse array of subjects taught in international schools.

**TABLE 1**  
**Profiles of the Participants**

Pseudonym	Birthplace	Gender	Age	Degree	Years of Teaching
Cindy	Cebu	Female	37	TESOL (BA) Educational Technology (MA in progress)	16
Jessica	Laguna	Female	31	TESOL (BA)	8
Marie	Manila	Female	33	Nursing (BA)	12
Pricilla	Palawan	Female	35	Microbiology (BA)	15

Cindy, a determined and focused woman, is committed to realizing her dream of becoming a professional teacher. Her early fascination with English led her to teach the language to Filipino students in her hometown. With sixteen years of teaching experience, Cindy brings a wealth of knowledge to her role. She currently instructs international students and provides training for teachers at AAI. As a licensed English teacher, she takes pride in her expertise. To further enhance her teaching abilities, Cindy is pursuing a master's degree in educational technology. Her aspirations extend beyond that—she plans to pursue a Ph.D. in the United States. Once she attains her doctorate, she intends to return to the Philippines, where she hopes to make a positive impact on her community through educational initiatives.

Jessica's passion for teaching English was ignited by her parents' early efforts. They surrounded her with English books and encouraged her to watch English TV shows. This nurturing environment kindled her love for the language. As a licensed English teacher, she takes immense pride in her profession. Working in BGC, a multicultural area, has enriched Jessica's understanding of diverse global customs and traditions. Over her eight years of teaching experience, she has formed deep connections with her students, considering them an extension of her own family. Her dream is to teach English abroad, sharing her expertise with people from different countries. In pursuit of this goal, she has also gained valuable

insights into other cultures and languages through her interactions with students.

Marie, thanks to her parents' deliberate efforts, grew up in an English-speaking environment, granting her a linguistic edge over her peers. Initially influenced by her father, a nurse, she pursued a major in nursing. After completing her university education, Marie embarked on her professional career as a nurse. However, she soon realized that nursing did not align well with her personality. Driven by her passion for language and teaching, Marie made a bold career switch. She transitioned into the role of an English teacher, accumulating twelve years of experience in this field. Her unique blend of expertise lies in teaching both English and subjects related to medicine and science—drawing upon her academic background in nursing. She aims to earn a TESOL certificate, believing that this qualification will bolster her professional standing as an educator.

Priscilla finds immense joy in her role as an English teacher, especially when working with students from diverse cultural backgrounds. Teaching international students allows her to explore and appreciate various customs and traditions. Given that most of her students come from Korea and Japan, Priscilla has taken the initiative to learn their languages and immerse herself in their cultures. She even indulges in watching K-dramas and Japanese cartoons to deepen her understanding. At AAI, Priscilla holds a significant position—she oversees academics. Her responsibilities include teaching international students, training other teachers, and creating personalized lesson plans. Despite having studied microbiology in college, Priscilla firmly believes that her true calling lies in teaching English.

### 3.3. Data Collection

For this study, data was exclusively collected through interviews due to geographical constraints that precluded direct observation of the participants. Additionally, the institute's policy did not permit any internally produced documents to be taken off-site. While narrative inquiry researchers often rely heavily on interview data due to its richness in personal stories and experiences, it is recommended to incorporate a variety of data sources for a more comprehensive understanding. Indeed, collecting data from multiple sources such as observations and documents is beneficial. However, it is the in-depth interview data that provides a fuller picture of the phenomena under study.

In June 2023, the data collection process commenced with the first author's exploratory visit to the AAI. During this visit, a preliminary meeting took place with the institute's principal to discuss the study's significance. Following the first author's return to Korea, we meticulously crafted a comprehensive research plan and prepared a set of interview questions. The principal introduced the academic director as the gatekeeper for the study. Subsequently, the director recruited three additional teachers who voluntarily participated in the research. In total, four teachers, including the director, contributed to the study. Due to

the institute's peak operational season during the summer months, the principal specified that interviews could only occur after the conclusion of international schools' summer vacation in August. Consequently, all interviews were scheduled for September. Data collection was conducted through two two-hour individual interviews with each participant. Before the interviews, the participants were asked to complete a questionnaire covering demographic information (such as gender, age, birthplace, and native language) as well as professional aspects (including teaching experience, educational qualifications, courses taught, and student details such as nationalities and skill levels). The interview questions were provided in advance to encourage thoughtful responses, resulting in comprehensive and detailed data for the researchers (See Appendix for sample interview questions).

In the initial interview, we asked about the teachers' academic history, their motivations for deciding to teach English, the early obstacles they faced, and their perspectives on the qualities of an exemplary English teacher. This inquiry aimed to reveal the path the participants underwent in their journey to become English teachers. Furthermore, the interview delved into their present roles and duties, teaching methodologies, task prioritization, and overall contentment with their job. The subsequent interview primarily concentrated on the teachers' requisite knowledge of their role, their self-perception as English teachers, and their engagement with the educational community. In particular, we included questions about their understanding of students' needs, the alignment of their teaching values with the institution's objectives, their self-image in their teaching role, the impact of teaching international students on their teacher identity, and their emotional investment in teaching international students. In the phase following the interviews, we proactively interacted with the participants to clarify any uncertainties or fill any gaps identified during the interviews. This involved communication via email and extensive use of various instant messaging platforms such as *KakaoTalk*, *WhatsApp*, and *Facebook Messenger* for quick and easy follow-up discussions. In some instances, based on the participants' responses or the quality of the interview data, additional interviews were carried out to collect more detailed narratives.

### 3.4. Data Analysis

The interview data was initially transcribed using *Naver ClovaNote*, providing an initial textual depiction of the conversations. A thorough review was conducted to ensure the accuracy of the transcriptions to the original dialogues, which included detailed cross-checking of the transcribed texts against the original recordings. Then, the interview transcripts were sent to the participants via email, and they were requested to review and verify the accuracy of the collected data. This allowed any differences between our transcripts and the participants' intended meanings to be corrected. We employed thematic

analysis for data interpretation, a method used in qualitative research to identify, analyze, and interpret recurring themes or patterns in data. It is typically applied to a set of texts, such as interview transcripts. We followed Braun and Clarke's (2006) six-phase methodology: (1) *familiarizing oneself with the data*, (2) *generating initial codes*, (3) *searching for themes*, (4) *reviewing themes*, (5) *defining and naming themes*, and (6) *producing the report*.

Immediately following the interviews, we initiated the first step by repeatedly listening to the recorded interviews and consistently reviewing the transcripts. This allowed us to better understand the participants' narratives and become well-versed with the interview content. The second step involved coding each dataset. We initially coded Cindy's interview transcripts separately, focusing on the frequency of occurrences to maintain transparency and avoid bias. We calculated the inter-coder reliability between us, achieving a Cohen's kappa value of 0.82, which signifies a substantial level of inter-coder reliability. The third step was to search for themes. We began by forming specific categories from the chosen codes. Then, we searched for patterns within each category that could potentially develop into a main theme. If a subcategory was required, we created it under the respective category. In the fourth step, we reviewed each theme identified in the previous step. We scrutinized each potential theme individually and in the context of the entire dataset to ascertain their relevance to the research question and their interrelations. The fifth step involved defining and naming themes, with a focus on elucidating the complexities of each teacher's professional identity by identifying key narrative elements. This effort helped us understand the central aspects of the participants' stories and how these aspects intertwine to form a cohesive depiction of their professional development. In the last stage, we provided a clear, logical, and succinct summary of the findings, linking the analysis back to the literature and the research question.

## 4. FINDINGS

### 4.1. ELT Experts

The first emerging theme from the data analysis is the participants' self-perception as experts in ELT. This perception is substantiated by three subthemes: (1) proficiency in the English language, (2) expertise in pedagogy, and (3) competence in implementing CBI.

#### 4.1.1. Proficiency in the English Language

The participants considered themselves to be highly competent due to their profound understanding of the English language. In the following excerpts, Pricilla and Jessica

emphasized the importance of comprehensive linguistic mastery. They also argue that an English teacher must have knowledge of the language and be proficient across various skills in English:

To become an English teacher, you must have a good grasp of the language. You must be good in all areas--speaking, listening, reading, writing, grammar, and vocabulary. If I'm good at reading only, I have to teach reading only. Is that possible? You should be able to teach whatever students need. (Priscilla)

You have to be very knowledgeable about the English language because that is the knowledge that you're teaching. If you're knowledgeable about it, you must be competent. (Jessica)

The FETs' efforts and ability to master the language are higher than those of others, in fact exceeding NESTs. For instance, Priscilla expresses confidence in her expertise as an English teacher, even when she is compared with native speakers:

They feel like "I'm a native speaker so I have every right to teach English" ... But if I'm going to be compared to a native English teacher, I think I can do well, maybe I can do better. They say that Filipino teachers' accents are so thick like Filipino people speak English, and that Filipino teachers cannot teach the way native speakers do. I'm different from typical Filipino teachers. (Pricilla)

As seen in the excerpt, Pricilla sets herself apart from "typical" FETs with a "thick" accent. Like Priscilla, Marie also mentions that she is different from typical FETs, and she considers herself to be a native speaker:

Many English academies [in the Philippines] just hire people not good at grammar and vocabulary. Typical Filipino teachers' accents are very hard to understand. But mine is a neutral accent, and it's more American. Although people may not think I'm a native speaker, I consider myself a native speaker. I'm not American or British, but I've been using English since I was very young. English is my language, and my level of English proficiency is as good as native speakers. (Marie)

In the above, Marie challenges the general notion that Filipinos are ESL speakers and

maintains she should be categorized as a native speaker because she learned English from a very young age and her fluency level is comparable to that of native speakers, which is also evident in the other three FETs.

#### 4.1.2. Expertise in pedagogy

Interestingly, their accounts suggest that their pedagogical expertise goes beyond mere linguistic competence. They illustrate that effective English teaching covers a blend of linguistic competence and advanced teaching skills, which they think are their advantages compared to NESTs. In the following excerpt, Marie points out a common challenge faced by students when they learn English from NESTs. This suggests that just being a native English speaker from ENL countries does not guarantee effective teaching:

Native speakers don't understand the student's level. Many students say, "I can't understand my American teacher," because they are using too many difficult words and they speak too fast. So, it's difficult to understand and capture the point of the lesson. We have teaching skills depending on the student's level. (Marie)

Cindy argues that proficiency in English is just one factor among many that contribute to effective teaching. According to her, English teachers in BGC, including herself, not only meet the language proficiency requirement but also excel in pedagogical skills. She also challenges the common misconception that native speakers are automatically qualified to teach, emphasizing that the ability to speak English and the ability to teach it are distinct skills:

Native speakers can speak English, but not everyone who can speak English can teach English because speaking English is different from teaching English. To be an English teacher, you have to be good at the language, but speaking alone is not enough. I think we're qualified enough. Not only can we speak the language, but we also have very good teaching skills. Compared to native speakers who can only speak the language, the teachers in BGC are more qualified. (Cindy)

Jessica asserts that fluency in English does not necessarily equate to effective teaching. Her mention of the "art of teaching" emphasizes this as a learned skill, one that goes beyond mere linguistic competence. This notion implies that successful teaching requires specific techniques, strategies, and an understanding of learners' needs, which are distinct from

simply knowing the language. Jessica's viewpoint suggests that while many individuals may be proficient in English, the ability to convey this knowledge effectively, using adept teaching methods, is a specialized skill. This understanding portrays Jessica and educators like her as possessing a profound level of pedagogical expertise, crucial for successful language instruction, a trait that may not be inherently present in all fluent English speakers, including native ones:

The art of teaching is a necessity. It's essential to learn this art because being able to speak the language and having comprehensive knowledge about it is different from imparting that knowledge. It's distinct. That's why I always emphasize that while anyone can learn and speak English, not everyone is equipped to teach it. (Jessica)

#### 4.1.3. Competence in implementing CBI

The participants distinguish themselves from other FETs and even NESTs by their competence in teaching with CBI. CBI plays a crucial role in language academies located in BGC. It constitutes a significant portion of the curriculum for international students. Beyond merely focusing on English language proficiency and teaching techniques, CBI encompasses various subjects, including mathematics, social studies, science, and history. This multifaceted teaching approach sets the FETs apart and strengthens their professional identity as adaptable and highly skilled teachers, which is well illustrated in the following excerpt from Priscilla:

Students come here for language training, but we incorporate their schoolwork into the curriculum, which also parents want. Most of the time we prioritize the schoolwork over what we have at the academy. It's difficult compared to just general English classes. I'm already good at language and pedagogy, but I have to be knowledgeable enough to teach many academic fields such as history, science, and social studies. If I'm not able to teach them, my class will be unsuccessful. In terms of that, I feel I'm different from typical Filipino teachers and native teachers. (Priscilla)

To meet the special needs of her students in other subjects, Priscilla further states that she dedicates herself to learning over a range of subjects. She is considered to be a teacher, helping her students master other academic subjects and teaching them the language.

Marie underscores the importance of integrating CBI into the curriculum to meet the specific needs of their clientele, namely, international students and their parents. She



highlights the emerging trend among Korean students who aspire to study abroad or in international schools, necessitating a paradigm shift in ELT methodologies:

Korean students who aspire to study in international schools typically request instruction in the subjects taught at these schools. We also cater to numerous Korean students who are already enrolled in international schools, assisting them with their coursework. We provide several hours of English instruction daily to ensure they retain what they have learned from us when they return to school. (Marie)

In response to these evolving needs, academies in BGC found it imperative to incorporate CBI into their teaching methods. This adaptation was not only a necessity for the academies to meet the demands of students and parents but also a survival strategy for the teachers. It can be deduced that this was a strategic move for both the academies and the teachers to remain relevant and competitive.

## 4.2. Educational Caretakers

Beyond their role as ELT experts in language, teaching, and CBI, all participants serve as teacher caretakers, skillfully caring for their students' emotional well-being. Through their professional activities in motivating language learning and providing emotional support, their professional identities as educational caretakers are established.

### 4.2.1. Motivating language learning

The FETs make a great effort to increase their students' motivation to learn English in class. They stress that the significance of comprehending individual student motivations extends beyond immediate learning outcomes; it also influences long-term attitudes toward learning. Cindy emphasizes the crucial role of student motivation, particularly among younger learners. The primary hurdle lies not in academic aptitude but rather in students' willingness to actively engage in class. She perceives her role as not only instructive but also motivational, aiming to instill in her students an awareness of the enduring value of English proficiency. This involves encouraging consistent participation in class activities to enhance their language skills:

Particularly with children, there is a greater emphasis on enhancing student motivation. This involves motivating students and helping them recognize the significance of improving their English proficiency. ... When students are

unengaged in the class, I put forth my utmost effort to encourage their active participation. Ultimately, the focus is primarily on motivation, as students are reluctant to engage in in-class activities. (Cindy)

Marie notes that some students have resistance to learning English because they do not believe that English will be useful in their daily lives, particularly when they return to their home country. She argues that such attitudes can negatively influence instructional efforts. To address this issue, she is engaged in a dialogue with students on the global applicability of English as an important tool for everyday life, such as travel and information exchange. Marie is trying to change their perception and raise their awareness of the importance of the language; she acknowledges the significance of modifying students' mindsets to promote effective teaching and learning:

It's more on their attitude towards learning English. They ask, "Why should I learn this?" "When I go back to Korea, I'll just speak Korean." I've heard many students say that they don't like English. They don't see the importance of English yet. As a teacher, that's a challenge. If that attitude doesn't change, then all my efforts will be nothing. I say to them, "English is quite important because a lot of people are using it for traveling the world and exchanging information." (Marie)

Jessica also possesses a clear understanding of the crucial role motivation plays in both teaching and learning. Thus, she conducts a preliminary assessment to ascertain what specifically motivates her students and keeps them engaged, which requires her to build a rapport with them:

We have to know what the proper motivation is for them. I make sure to dig deeper to know what motivates and keeps them, what engages them in the lesson, what interests them, and what kind of approach I need to use. Sometimes it's not enough that you can teach them. [To motivate them], I have to build a rapport, so I do that extra step at the beginning of the class. (Jessica)

#### 4.2.2. Providing emotional support

The teachers share a belief in the importance of genuine care by providing emotional support, which goes beyond mere language instruction as one of their daily responsibilities as teachers. Cindy emphasizes the importance of sincerity as a teacher's role of emotional

investment in teaching. She believes that having a “sincere heart” to help students improve is an essential quality for good teachers. She suggests that teaching is not just an instructional method; it also involves empathy and a genuine concern for a student’s development:

The most important thing is you must have a heart. You have a sincere heart for your students. I believe as a teacher in general you should always have a heart to help the student improve. (Cindy)

Priscilla elaborates on her emotional connection with her students, describing them as her “children.” This word appears to show a strong sense of emotional engagement with her professional identity as a teacher. She suggests that the emotional aspect of teaching is also important, indicating that “genuine” care and nurturing are crucial elements in teaching students:

While at the academy, I approach my students as if they were my children. If I had kids, I would expect their teachers to exhibit the same level of care. Beyond mere teaching skills, an exemplary teacher should genuinely care for and be concerned about their students. (Priscilla)

Jessica also believes that caring for students is not just good practice; it is essential when teaching students, suggesting that the sincerity of a teacher in caring for students is pedagogically important. In her view, the teacher should focus not only on the completion of the daily lessons but also on the care of the students for their learning process:

You must care for them sincerely. If you do, you’d strive to help them achieve their goals. If you just say, “Okay, I’ll just finish my lesson for today,” then that’s it. You don’t have the heart to help your students achieve their goals. Emotional care is essential for teaching and learning to be successful. (Jessica)

#### 4.3. International Teachers

In addition to their roles as ELT experts and educational caretakers, the accounts of the FETs suggest that they perceive themselves as international teachers. This identity has been molded by their quest for multicultural competence and their aspiration to be a global citizen, both of which are interconnected, to some extent.

#### 4.3.1. Building multicultural competence

The participants displayed an ongoing curiosity in exploring diverse cultures and languages. This appears to have served as a motivating factor for their willingness to become English teachers in BGC. In the following excerpt, Pricilla states that her choice to work in BGC was influenced by the prospect of immersing herself in diverse cultures:

I transitioned from my previous position to a job in BGC, a modern and developed city in the Philippines, intending to prepare myself to teach in a diverse environment. BGC is a bustling hub where people from various countries reside, providing me with the opportunity to explore different cultures and languages. I find this setting enriching and conducive to my teaching endeavors. (Pricilla)

In the following excerpt, Marie's exposure to various cultures during her upbringing appears to have guided her to get a position in BGC. She also expresses appreciation for her experience working in BGC full of a modern and international atmosphere. This environment develops her sense of being a global citizen. Marie values the connection to a broader, more diverse world that her role in BGC offers. She finds fulfillment in teaching within this context, as it aligns with her perception of being part of a larger, interconnected global community:

My background is multicultural. My mother is of Chinese descent as she comes from a Chinese family. I went to a Chinese-Filipino university where I learned Chinese. ... So, I like how it [BGC] feels. I feel like I'm part of a big world here. ... Every culture from around the globe is represented here. ... I like teaching with that kind of feeling. BGC is different, and more modern than other places. I stay because I like how BGC is – it's growing, and it makes me feel connected to the world. (Marie)

Cindy mentions that her desire to be an English teacher is closely tied to her interest in learning about different cultures. Gaining knowledge about different cultures plays a crucial role in sustaining her credentials as an English teacher, allowing her to deepen her understanding of students with diverse cultural backgrounds:

I believe learning English is about learning different cultures. I try to incorporate different cultures into the curriculum. ... It's just nice to teach different cultures and to help them learn [the cultures]. ... When I teach

Koreans, Japanese, and Chinese, I get to learn their cultures and languages. When I teach students from these countries in the future, the knowledge of their cultures and languages I have previously acquired will greatly benefit the class. My knowledge of their cultures also allows me to integrate cultural elements into my teaching. (Cindy)

#### 4.3.2. Developing global citizenship

In the multicultural and international milieu of BGC, the FETs are progressively developing into global citizens. This transformation in their professional identity is a direct consequence of their immersion in BGC's globally diverse environment. For instance, Cindy narrates her transition from teaching within the Filipino context to a more heterogeneous, international community. She mentions that exposure to "various people and things" has broadened her understanding and perspective, facilitating her acceptance of the principles of "diversity, equity, and inclusion." A significant shift in her professional identity is evident, as she implies that her previous experiences were confined to the Filipino norm. Her current global viewpoint indicates a more comprehensive and inclusive interpretation of her role as a teacher, transcending national boundaries and adopting a more global identity:

I am becoming increasingly understanding of various people and things. Learning about them truly makes me feel like a global citizen as well. It aids in my understanding and acceptance of the principles of DEI [diversity, equity, and inclusion]. I've been exploring effective teaching strategies for DEI in the classroom, as these are fundamental principles that students should actively develop. In retrospect, when I was solely teaching English to Filipinos, my understanding was confined to the Filipino standard. (Cindy)

According to Jessica, the idea of professionalism in a global city is closely related to her aspiration to be a global citizen. She highlights the significance of maintaining professionalism as an important factor for success and acceptance in a global city. Her sense of professional responsibility, as it were, extends in the broader framework of global citizenship beyond adhering to a set of local or national standards. For Jessica, being a professional in a global city necessitates adopting a global outlook, which she is "striving hard" to achieve. Thus, her professional identity is not only localized within her immediate teaching community; it is also located within a global context:

I can maintain the level of professionalism that is required to stay and be able to become a professional in a global city. And then aside from that, I am

striving hard to be a global citizen, and if you want to be a part of a global city you have to be a global citizen of course. (Jessica)

## 5. DISCUSSION

The formation of professional identity among the four FETs underscores that professional identity is an ongoing process, as corroborated by previous research (e.g., Beijaard et al., 2004; Goodson & Cole, 1994). Their professional identities, significantly influenced by their past and present experiences, are articulated through narratives that highlight the interplay and interconnectedness between their past and present. Moreover, their professional identities are portrayed through the diverse roles they undertake in their profession. Within their institution, they assume various roles, echoing Lim's (2011) assertion that professional identity involves the identification and negotiation of personal roles, as well as roles encouraged by institutional and societal practices. For instance, their identities as international teachers, who foster multiculturalism and global citizenship, were shaped by the former, while their expertise in CBI was influenced by the latter. The narratives of the participants also illustrate that identity is not static but evolving and mutable, with both the individual and the context serving as agents of identity change. Marie and Pricilla, for example, transitioned from their original jobs to the teaching profession, and all the participants consciously chose BGC as their career destination. Simultaneously, their work context necessitated the adoption of three roles identified in the data analysis. They were required to serve not only as English language teachers but also as educational caretakers and international teachers. This demonstrates the multifaceted nature of their professional identities within their working environment.

The participants in this study occupy a distinct position in the field of ELT. They differentiate themselves from local FETs by labeling those who do not work in global contexts such as BGC as "typical." Interestingly, they perceive themselves as "better" than NESTs or at least on par with them. This contrasts with existing literature, which often portrays NNESTs as having a relatively marginal status in ELT (e.g., Choe, 2016; Hickey, 2018; Ulla, 2021). Ozaki (2017) presents a new viewpoint, proposing that the conventional differentiation between NESTs and NNESTs fails to fully comprehend the intricacies of teachers in the Outer Circle. This is particularly true for these FETs, given their early immersion in an environment abundant in English and their proficiency in the language. Their expertise in pedagogy and CBI further bolsters their confidence in considering themselves "superior" to NESTs. These unique qualities redefine the qualifications and competencies expected of English language teachers. Consequently, their narratives advocate for a critical reevaluation of the native speaker paradigm in ELT, referred to as

native speakerism, emphasizing a more comprehensive understanding of English teachers' qualifications and abilities. Furthermore, their roles as educational caretakers reflect their holistic approach to teaching, which they might view as superior to the more language-centric approach of NESTs. While NESTs often overlook students' feelings, NNESTs frequently demonstrate a deeper understanding of the learners' struggles and are skilled at applying strategies for English learning (Cook, 2005, 2007; Medgyes, 1999). This self-view as competent teachers showcases their confidence and is firmly anchored in their distinctive educational methods, setting them apart in ELT as well.

The participants' narratives indicate that their initial experiences were instrumental in their entry into the field and career shifts, which subsequently influenced the formation of their professional identities and set the groundwork for their eventual roles as English teachers. Their education, up to the college level, was delivered through EMI. This educational context improved their language skills and potentially offered them a more comprehensive understanding of language teaching methods. As Davey (2013) points out, early educational experiences are among the factors that contribute to the continuous development of professional identity. Their commitment to multiculturalism and diversity may have been shaped by their early life experiences; they made concerted efforts to improve their multicultural skills and develop a sense of global citizenship. Moreover, these early experiences have driven them to educate international students from a variety of cultural backgrounds, assisting them in fostering multicultural awareness and global citizenship. As indicated by Kerby (1991), such formative encounters provide a solid foundation for their current roles, enabling them to draw from a rich reservoir of personal and cultural insights.

The participants intentionally distanced themselves from the Filipino educational context, which predominantly focuses on Filipinos, a setting they might have perceived as unsuitable. Instead, they selected BGC as their career destination, and in turn, the city had a significant influence on their professional identity development. Immersed in BGC's diverse and international environment, these teachers have modified their teaching strategies to include a range of cultural viewpoints. They adopt a global perspective in their professional conduct, indicating a shift from local teaching perspectives to approaches informed by global insights. Choe and Lee (2023) propose that the context of ELT can shape the identities of teachers. This is exemplified by the international environment of BGC, which significantly influences the professional identities of the FETs, aiding their development into "international teachers". This observation is in alignment with the assertions of Choe and Lee (2023), who emphasize the impact of the ELT context on teachers' self-perception and authenticity in their roles as language educators. Furthermore, the city's diverse and international nature facilitates this transformation of the FETs, enhancing their multicultural competence and instilling a sense of global citizenship in their professional principles. The interplay between personal experiences, social dynamics, and BGC's global framework highlights the complexity and

richness of teacher identity formation in a globalized educational environment.

## 6. CONCLUSION

This research investigated the professional identities of four FETs in BGC. The participants assume the roles of ELT experts and educational caretakers and see themselves as international teachers, surpassing the conventional distinctions between native and non-native speakers. First, as experts in ELT, their expertise spans a wide array of competencies, including English proficiency, pedagogical skills, and CBI. Their perspective suggests that attaining all three qualities is challenging for a NEST. Consequently, they believe that they can outperform NESTs in these aspects. In addition, their narratives portray them not only as language instructors but also as caretakers who go beyond mere language teaching. They deeply engage with their students, motivating them to learn English and offering emotional support. This multifaceted role involves students' attitudes and emotional progress, emphasizing their dedication to learners' overall growth and development. Last, the role of international teachers becomes apparent through their commitment to teaching in a diverse and multinational context, exemplified here by the BGC environment. Their efforts also extend to fostering multicultural competence and promoting global citizenship among their students.

The findings of this study have some implications for ELT in the world. First, it emphasizes the importance of acknowledging FETs more inclusively, particularly in countries that require proficient and qualified English language instructors. As the global demand for English teachers rises, the availability of NESTs is insufficient to meet international requirements. NESTs, including a substantial proportion of FETs, are well-suited to bridge this gap. Second, this research highlights that FETs possess a distinctive pedagogical perspective in ELT, also mentioned in Ozaki's study (2017). Their own experiences shape their perspective as language learners and educators, which is especially beneficial in EFL contexts where students often encounter challenges similar to those encountered by the teachers themselves. Furthermore, FETs' comprehension of the ESL learning process enables them to employ more empathetic and effective teaching strategies, customized to the specific requirements of English language learners. Their presence in the classroom serves as a tangible model of successful English language acquisition, inspiring and motivating students. Third, this study underscores the potential of FETs to play a significant role in CBI across diverse disciplines, extending beyond language teaching. FETs' English proficiency, experience with EMI spanning primary schools to universities, and culturally attuned teaching methodologies position them uniquely for CBI. To fully harness the capabilities of FETs, educational authorities and institutions should collaborate in



designing integrated curricula that leverage their linguistic and cultural competencies. By doing this, students can benefit from a more comprehensive and diverse learning experience, advancing their subject matter expertise and English proficiency.

It must be acknowledged that this study has some limitations. First, the research was exclusively based on interviews, without incorporating participant observations and documents. This constraint hindered the direct examination of the teachers' actual teaching practices, possibly overlooking crucial contextual details. Second, carrying out more frequent interviews could have possibly yielded a more comprehensive and detailed insight into their experiences. The restricted quantity of interviews could have potentially constrained the richness of the personal narratives and the diversity of insights obtained, thereby impacting the overall comprehensiveness of the data gathered. Third, according to Davis (1992), qualitative researchers prioritize transferability over generalization. In this specific qualitative study, conducted within a defined context, the primary objective is not to achieve generalization. Instead, the study aims to provide in-depth explanations and meanings. However, the findings can still be relevant and applicable to similar contexts, offering valuable insights for this specific demographic.

This study also proposes directions for future research to enhance our comprehension of the role and impact of FETs in ELT. First, investigating the viewpoints of learners taught by FETs in BGC and contrasting these perspectives with the self-perceptions of the FETs themselves could reveal similarities or differences in their views regarding teaching effectiveness and style. Second, exploring the alignment between FETs' distinctive teaching strategies and their students' achievements could provide valuable insights. Quantitative assessment of student accomplishments associated with these unique teaching methodologies, along with qualitative analysis of feedback, would enhance our understanding of their impact on learning. Third, long-term research is essential to monitor the professional development of FETs over time. By tracking their evolving identities and their adaptability to changing professional contexts, we can gain deeper insights into their growth. Last, conducting a comparative analysis between FETs and English teachers from other ESL contexts would enhance our understanding of the global landscape of ELT.

Applicable levels: Primary, secondary, tertiary, adult

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## APPENDIX

### Sample Interview Questions

1. What educational experiences have prepared you for a career as an English teacher?
2. Why did you choose to teach English to international students?
3. How is your current role shaping your identity as an English teacher?
4. Have your values and beliefs about being an English teacher changed since you started?
5. How do you define your role and responsibilities as an English teacher?
6. What are the essential tasks of an English teacher? Describe your priorities, challenges, and successes in these roles.
7. What strategies do you use when you teach international students?
8. As an English teacher, how do you emotionally connect and interact with your students?
9. How does your persona in the Global City affect your identity as an English teacher?
10. How do you envision an ideal English teacher, and how closely do you align with this ideal?